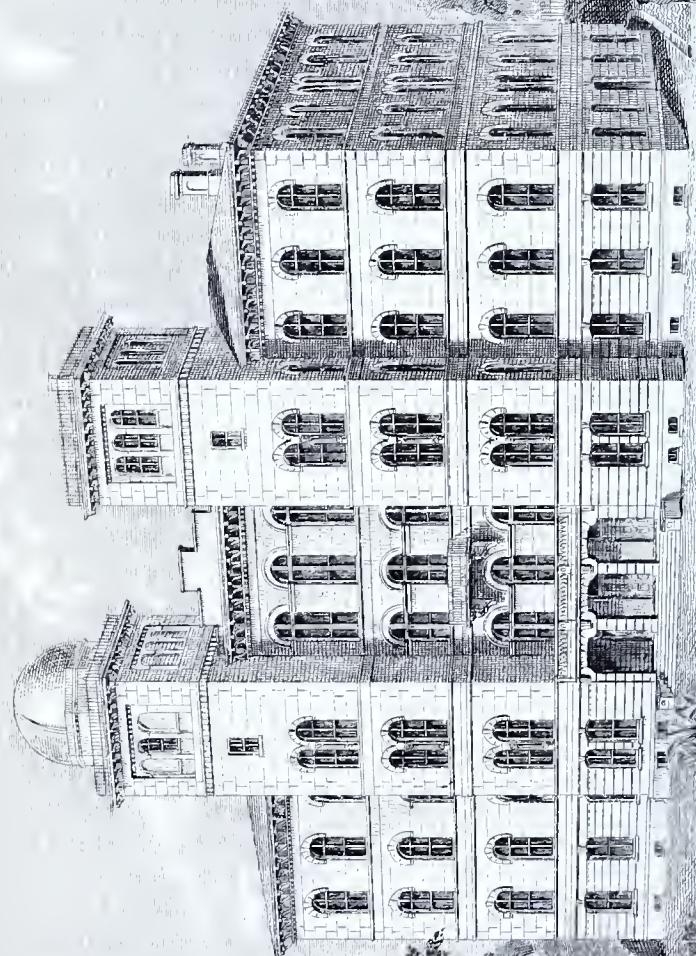


SECOND
ANNUAL REPORT
OF THE
SUPERINTENDENT
OF
PUBLIC SCHOOLS
OF PITTSBURGH.
FOR THE
SCHOOL YEAR ENDING
JUNE 1, 1870.

PITTSBURGH:
PRINTED BY URBEN, BUETTLER & CO., NO. 40½ FIFTH AVE.,
1870.



Barr & Moser, Architects

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SECOND
ANNUAL REPORT
OF THE
SUPERINTENDENT OF PUBLIC SCHOOLS
OF PITTSBURGH.

*To the Honorable the Central Board of Education of
the City of Pittsburgh:*

Library
GENTLEMEN:

I herewith respectfully submit my SECOND ANNUAL REPORT, on the condition of the Public Schools for the year ending June 1, 1870.

It is befitting that I recognize the good and kind Providence who has presided over our schools, and given prosperity to every department.

Owing to the thrift of business, and the favorable sanitary condition of the city during the whole season, a larger proportion of our twenty thousand children, of school age, has been in attendance at school than during any former year.

The increased interest in educational matters, and the improvements introduced into our schools, have not failed to attract the attention of pupils, parents, teachers and directors, and to infuse an enthusiasm into their minds never before known. Internal order has been triumphant, discipline easy, and progress in learning very marked and satisfactory.

This state of things has had the effect of inducing parents to visit the school room more frequently, in order to witness with pride and pleasure the feats of their children in branches of learning to which they themselves were total strangers, and to witness the superior discipline bearing so effectively on their future in society. It has also drawn the directors oftener to the school room as a place of pleasurable resort, where they can enjoy the fruits of labor performed for the public good. The teachers, from the highest to the lowest departments, have not been the last to catch the spirit of improvement and progress, but they have been ready and diligent in the school room, and have been eager to avail themselves of every opportunity afforded them by our educational meetings, to perfect themselves for the good work.

Union, Harmony and Progress are, and must continue to be, the watchwords of all teachers and educators, who are engaged in laying the foundation of our imperishable social structure.

New Buildings.

Four school buildings have been completed during the past year; one in the Lincoln, one in the Highland, and two in the Howard district. They are models of architectural beauty, and their internal arrangements are unsurpassed for convenience, comfort and health, circumstances that have no small influence on teaching and studying. Three other like structures are under contract, and will, when finished, reflect credit on the wisdom and public spirit of their projectors.

The esthetic spirit of our progressive people has not only manifested itself in the buildings, but also in the surroundings. Formerly public taste was exhibited in adorning our pauper and prison establishments, the people deeming it an act of mercy to make the places of those excluded from society endurable, hoping thereby to better their moral and sanitary condition, on the principle that the spirit of crime and the spirit of beauty are incompatible, and that the latter must modify the former.

But why not imbue the mind of the future citizen with the spirit of the beautiful, before the spirit of crime can take possession of him, and thus effectually prevent the crimes that the most costly social ma-

chinery cannot cure? This we are doing, in making our school grounds more attractive. Trees, plants and flowers are now flourishing, where formerly all was barren pavement, and, in districts where the ground will admit of it, miniature parks have been laid out, with their walks and promenades fringed with shrubbery and flowers, exerting a humanizing effect, not only on the school, but on the adjacent neighborhood. It is short-sighted policy that restricts our school grounds to such small areas. They should be extended to the dimensions of public parks, to be frequented in after life by our citizens, as places hallowed by the sweetest associations of existence. Not only so, but the localities where our children are from necessity to spend one-third of the best and most critical part of their lives ought to be conducive to their highest physical and mental development, and therefore our school yards should be enlarged, not into miniature, but real parks and gardens, beautified by fountains and statuary. In obedience to this esthetic spirit, ornamentation is gradually finding its way into our school rooms. Pictures begin to adorn the walls; hanging baskets, filled with evergreens and blooming flowers, grace the windows, while bouquets of affection daily blush with fresh flowers on the teacher's desk, and as rapidly as these representatives of refinement, purity, and gentleness make their appearance, rudeness, disrespect and incorrigibility disappear.

School for Deaf Mutes.

The provisions made by you in August, 1869, for the education of deaf mutes of school age in our community were carried into effect in September following.

A school was opened for that purpose in the Duquesne district, under the direction of Mr. Archibald Woodside and his sister, the former an educated mute, the latter not a mute, but thoroughly versed in the sign language.

Eminent success has thus far crowned the enterprise. I believe that this is the first instance in this country of the establishment of such a school by the public school authorities. The fact reflects great credit upon the humanity of our city, and places her foremost on the list of corporate benefactors.

We should be justly proud of an institution begun under such auspices, sustained by public benefaction, and fraught with great social benefits to one of the most unfortunate classes of our citizens.

Educational Reform.

That person is rightly educated who has learned how to think, and all of whose mental faculties have been started on a course of development.

The old method of instruction, which consisted only in scanning the text-books, thereby crowding the mind with dry details, without cultivating any mental power to use them, was ill adapted to this end. Under the old system bookworms were abundant, but practical, thinking scholars were scarce.

By the new method of oral instruction, this state of things is wholly changed: every perceptive and intellectual faculty is addressed, aroused to action, and fitted for practical life. It is an axiom in education that "He who knows how to think well upon a subject is the master of all knowledge."

Learning to think is the result of pure discipline, while gathering facts, or dry details of knowledge, is a matter of time.

Daniel Webster, in his great forensic efforts, was indebted to others for his facts, but the logic which wove them into fabrics that no power could tear assunder, was the result of mental training. When he left

college he had gathered up barely enough of dry details to secure a diploma, but by his power of thought he was enabled to move the world, and command its meed of honor.

The Past and Present.

The epochs of 1834 and 1870 in public school education are antipodes. In 1834, when the free school system was first adopted, a great number of our people could neither read nor write, but, when the Public School System was projected and introduced, a new era dawned in our state, and now the glorious sun, from a clear firmament, beams upon us with all its splendor. Scarcely a man or woman can now be found who has grown up in our midst without a primary English education, while a great number of our people are well educated. The fact is, ignorance is fast becoming a badge of public disgrace.

In order to show the deplorable ignorance and prejudice against free education at the inception of the school system in 1835, I herewith append the report of the Committee of the Legislature, to whom was referred the petitions for the repeal of the school law; which report reads as follows:—

“That although the number who have petitioned for the repeal is deplorably large, yet it is but a small minority of the whole number of votes of the Commonwealth, to wit: about 32000.

Those who ask for a modification only, are 2084; those who have deemed it necessary to remonstrate against the repeal, 2575. The Committee were pained to find among those who deem a general system of education unnecessary, and ask for its repeal, 66 who were unable to write their names, and who attach their signature by making their marks, and according to the best conclusion to which the Committee could arrive, more than *ten out of every hundred* of the petitioners' names were written by *other hands* than their own. Whether this arose from inability to write their own names, the Committee do not feel themselves called upon to determine. The Committee would further remark that in most of the petitions not more than *five names out of every hundred* are written in English, and the *great mass* of them so illegibly written as to afford the strongest evidence of the deplorable disregard so long paid by the Legislature to the Constitutional injunction to establish a general system of education."—JOUR. H. R. OF PA., VOL. 2, PAGE 650—51, SESS. 1834—35.

The Power of the Press.

The Press is the natural ally of common school education. Its prosperity depends upon the diffusion of knowledge among the masses of the people.

Literary and scientific journals are patronized by a community just in proportion as free schools are nurtured and patronized. In those states of our own country where no free school law exists, monthly and weekly journals are rare, while daily papers are almost unknown. Free schools and a free press are alike the enemies of ignorance, oppression and despotism, and the enemies of republican institutions have aimed their blows alike at both.

When, two centuries ago, the English Commissioner of Foreign Plantations inquired of the Colonial Governors with regard to the condition of their respective settlements, the Governor of Virginia replied, "I thank God there are no free schools or printing presses, and I hope we shall not have, these hundred years," while the Governor of Connecticut answered, "One-fourth the annual revenue of the Colony is laid out in maintaining free schools for the education of our children." Both these policies have borne their

fruits. At the end of two hundred years the former embraces within its limits unnumbered acres of barren and uncultivated soil, scores of deserted villages and tenantless houses, while the latter is among the foremost states in the prosperity and intelligence of her people.

The press has done more than any other agency in perfecting our free school system, and encouraging its support; and especially are we indebted to the Pittsburgh press for creating and developing a healthy public interest in behalf of our city schools.

In order to collect and preserve the facts of general interest connected with the early history of our schools, I have obtained from each principal in the city a short report, giving what facts he could obtain concerning the early history of his school, together with a brief statement of its present condition, which reports I here submit:

PRINCIPALS' REPORTS.

COLFAX.—J. B. IRVINE.

GEO. J. LUCKEY, *Superintendent of Pittsburgh Public Schools:*

This school was organized in the month of June, 1868, from what was known as the Squirrel Hill School, of the late Liberty Township. The school building at that time contained but one room, which accommodated all the scholars of the district without respect to grade.

The school was also under the management of but one teacher.

The district is now the same as the Twenty-second Ward, and has an area of six or eight square miles.

Since its present organization, two additional teachers for the primary department were granted by the Central Board of Education, and also a music teacher.

With great pleasure I present this

COLFAX DISTRICT PUBLIC SCHOOL

(22^d WARD)

PITTSBURGH, PA.



At the close of the first session Mr. L. P. Greeves resigned his position as principal of the school, and the undersigned was elected to fill the vacancy.

Shortly after the opening of the second session an additional building was completed in contiguity with the one in use.

The building now contains five rooms, and is well supplied with modern furniture and other necessary appliances, and is of sufficient capacity for the present wants of the ward.

Though not so towering as those of some of the old and populous districts, yet in style and finish it is a very creditable structure, and comports tastefully with its environs.

The enrollment this year is thirty per cent. greater than last. This increase in attendance is chiefly owing to better accommodations. The general average has not been quite in proportion to the number enrolled, which is easily accounted for, when we take into consideration the distance many have to travel to school on unpaved streets, and some over fields and fences.

In regard to the present methods of instruction, we have introduced none which may be considered entirely new. As our school is yet in its infancy, we are only endeavoring to co-operate with the advance movements of old and systematically arranged schools.

Drawing was introduced this year as a new branch, and is beginning to have a salutary influence on the

school. Without taking into consideration the many subsequent advantages to be derived from a knowledge of this art, it proves to be a means of making the school pleasant, and being naturally suited to the minds of children, it thus aids in sustaining a better attendance, and in improving the discipline of the school.

During the past year the school has undergone a partial grade. Abundant accommodations have been afforded by means of a suitable building. The scholars have been encouraged and the teachers animated by a general co-operation on the part of parents, and by frequent informal inspections on the part of directors; hence the year has added much to the character and efficiency of the school.

As a practical test has not yet been afforded our school in the present grades, with equal advantages as compared with regularly graded schools of the city, we will not presume to offer any suggestions respecting a change. The signs of progress and the improvement already realized in the school since its organization as one of the city schools, are very encouraging.

The spirit of improvement is indicated, not only by the increasing interest evinced by the citizens, but by the liberality also manifested by the directors, in the accommodations already afforded, and by their continued effort for the advancement of the school.

The only serious obstacle at present, in the way of ultimate success, arises from the fact that the number

of scholars is not yet sufficient, under the present arrangement, respecting the quota of teachers, to afford an opportunity for grading the school to any considerable degree.

COLORED.—D. W. ATWOOD.

GEO. J. LUCKEY, *City Superintendent*:

Sir: I have the honor of submitting, in accordance with your circular, dated May 14, 1870, a Report of the "Colored Public School of Pittsburgh," from its organization to the present date; and though I have been able to learn its early history only from tradition, I feel assured that it is reliable, and that the statements herein contained will be corroborated by our oldest and most reliable citizens. Early in the year 1838, the "Colored Public School of Pittsburgh" was established in a small church in Miltenberger alley. To Mr. John M. Templeton belongs the honor of being the first teacher and principal, and it is but justice to the memory of this very excellent man to say that he devoted himself with all the energy possible to the prosperity of the school, and that he literally "died in the harness." The school was continued here about ten years, and was then removed to the lower basement of the Wylie street A. M. E. Church. The house in the alley was entirely too small, there was a great deficiency in the light, the house was horribly infested with foul air, and was without any suitable

grounds for play, and the lower basement of the Wyylie street Church possessed but few, if any advantages over it. In view of these facts it is indeed remarkable that the school was at all kept in existence. After its removal to the lower basement of the Wyylie street Church it flourished in numbers, and it was soon found necessary to employ an assistant teacher, and Mrs. Mary J. Burles was appointed, who took the entire charge after the death of Mr. Templeton, which occurred in the year 1851. The death of Mr. Templeton was a severe blow to the school, and it rapidly declined in numbers, and shortly afterwards it was removed to the engine house on Wyylie street, near the corner of Logan. Late in the year 1852 Mr. Abel Dobson (white) was appointed principal. Mr. Dobson served but a short time and resigned. The school was then removed to the Bethel A. M. E. Church on Arthur street, and early in the year 1853 Dr. Martin R. Delany was appointed principal, and Miss L. E. Peck assistant. They remained in the school until April, 1854, and resigned. At this time the school was, it appears, closed until fall, owing to the want of teachers who were willing to teach in such places, and with such accommodations as the school directors at that time were willing to furnish. It is but justice to the directors of that day to say that at the time the school closed, or rather ceased to exist, there was some misunderstanding between the directors of the different

wards as to the apportionment that each ward should pay towards the support of the school, and this in a measure exonerates the directors of the school for the scanty provisions made from time to time for its support. In the fall of the year 1854 a basement room in the Wesleyan Methodist Church on Wylie, between High and Tunnel streets, was rented, and Mr. Calvin Sackett (white) employed to teach. The school was here, and under the instruction of Mr. Sackett, when the Central Board of Education of the City of Pittsburgh was organized—(which took place on the twentieth day of February, 1855,) to which was given the control of the “Colored Public School.” At a meeting of the “Central Board,” on the twenty-seventh of March, 1855, Mr. Sackett presented a communication offering to teach the school at the rate of five hundred (\$500) dollars per year, and on motion of Mr. Miller it was ordered that the school be opened, and that Mr. Sackett be the teacher, and that the time of his employment date from April first of that year, and accordingly the school was re-opened in April, in the basement room of the Wesleyan Church on Wylie street. The first “Colored School Committee” was composed of Messrs. William Arthurs, William McCague and James Lowry, Jr. In January, 1856, it was found necessary to employ an assistant teacher in the school, and Room No. 2, in the rear of the one in which the school was then taught, was rented,

and Miss Susan Smith was appointed as assistant teacher. On the first day of December, in the year 1857, Mr. Geo. B. Vashon succeeded Mr. Sackett as principal of the school. Mrs. Vashon (formerly Miss Smith) resigned in November, 1859, and Miss Mary Strange was appointed to succeed her, on the first of December following. Miss Strange remained in the school but a short time, and was succeeded by Mrs. Emily Burr, in April, 1860. In January, 1864, Mr. Vashon resigned, and Mr. J. C. Corban was appointed to succeed him, and on the ninth of February following Mr. Corban resigned, and Mr. Sacket was re-appointed principal. Miss Louisa J. Dairy was appointed as second assistant teacher on the thirteenth of November, 1865, and in August, 1866, Miss M. M. Ware was appointed to succeed her. The school now had three teachers, and only two rooms, and the rooms were poorly furnished, and the school was very much cramped for want of room, and in view of these facts, a committee, consisting of Messrs. Knox, Little and Rev. Underwood, appointed by a public meeting of the "Colored Citizens of Pittsburgh," met the "Central Board of Education" on the twelfth of March, 1867, and made statements in regard to the then very unfortunate and deplorable condition of the school, and asked that something should be done to better the condition of the same, and it is due our very efficient Board to say that prompt action was taken, looking to

the bettering of the condition of the school; and, in fact, had any other course been pursued, it would have redounded to the everlasting disgrace of that honorable body, and added to the catalogue of wrongs already suffered by an innocent and helpless, yet outraged class of citizens. At the last mentioned meeting of the "Central Board," on motion of Mr. Lowe, a committee to procure suitable rooms for the "Colored School" was appointed, consisting of Messrs. McCook, Nobbs and Getty. On the eleventh of June the committee reported the purchase of three lots from Geo. L. McCook, and one from William Barnes. On the ninth of July the committee presented plans drawn by Barr & Moser for the building. At this meeting Mr. Getty declined to act on the committee, and Mr. Brush was appointed to fill the vacancy thus caused, and the committee was authorized to receive bids. On the twenty-third of July the bids were opened, and the contract awarded to Samuel Hastings & Company. At the meeting of the Board on the twenty-third of July, 1867, Mr. Jacob B. Taylor was appointed to succeed Mr. Sackett, and in the fall of the same year the school was informally removed to the new and elegant building erected on Miller street, in the Eleventh ward, for its accommodation. A more central point could not be found in the city, and great credit is due the committee that had the honor of selecting the site for the school house. The house is of brick, two stories in

height, roofed with shingles, and is substantially built, and contains six rooms and a large hall; there are four rooms on the first, and two rooms and a hall on the second floor. The rooms on the first floor are furnished with the most improved modern school desks, and the hall is furnished with settees. Blackboards are furnished in ample quantity. The rooms are all the same size, and measure twenty-six by twenty-three feet and six inches (26x23.3.) The hall measures forty-six feet and six inches by twenty-six feet (46.6x26.) The ceilings are the same in height throughout the building, and measure twelve feet and four inches. The rooms are airy and well ventilated. The play grounds are of ample size. (the lots being one hundred feet square,) and only need ornamenting to make them complete. The hall for ingress and egress are of medium size, and well arranged; every appliance for the comfort, convenience and safety of the pupils, as well as for the good government and progress of the school, has been carefully and liberally provided for. The entire cost of the property, as it now stands, was seventeen thousand six hundred and twenty-two dollars and seventeen cents (\$17622 17.) On the tenth of November, 1868, Daniel W. Atwood was elected to succeed Mr. Taylor, and entered upon his duties December first of that year. In October, 1869, it was found necessary to employ the third assistant teacher, and Miss Sarah A. Daily was appointed and entered

upon her duties on the twenty-fifth of the same month. On the first of January, 1870, Mrs. Burr resigned, and Mrs. Maria L. Baker was appointed to succeed her, and on the tenth of the same month Miss Ware resigned, and Miss Ella H. Connelley was appointed to succeed her. The attendance is better than it was last year, which I think is caused from an increased interest taken in the school by both pupils and parents; and, I might further add, that the increased interest taken on the part of parents, has doubtless been brought about by the many reports and articles (in reference to the school) that have from time to time found their way into our city papers during the last year, and though some of them were at the time unpleasant, and seemed to threaten the very existence of the school, we now feel that they have been but so many stepping stones to its future usefulness. Singing was introduced into the school in February, 1869. Free gymnastics and drawing have been introduced into the school during the last year, and the result in each case has been highly gratifying to the teachers, and instructive and amusing to the pupils. The condition of the school in point of efficiency, when compared with former years, is quite encouraging, and we can say truly, that the future of the school is quite promising. The present grades in the school are as good as they can be made, everything considered.

DUQUESNE.—Geo. N. MONRO.

GEO. J. LUCKEY, *City Superintendent*:

Sir: In compliance with your request to furnish you a general report of the schools of Duquesne Sub-District, I beg leave to present the following:—

Upon the adoption of the Common School System by the State of Pennsylvania, our present district, then known as the West Ward, hastened to take the first steps towards securing the advantages that were offered.

Purchase was made of a site for a school house on Ferry street, between Fourth avenue and Liberty street, and upon this site, in the year 1835. was erected the first public school in the district.

The building, though lacking in many respects the appliances of our modern schools, was yet well suited to the wants of the citizens, and superior to the old places of instruction.

The school directors for that year did their work carefully, and the names of W. W. Fetterman, Doctor H. D. Sellers, John Wallace and William Eichbaum will be remembered for their earnest efforts to promote public education and place it upon a sure basis.

These gentlemen continued their good work for several years, and their places were taken by such men as Leonard S. Johns, George Albree, F. H. Eaton, W. S. Haven, Samuel R. Johnson, John Caldwell, Robert Robb and others, who by their devotion to the good work, were enabled successfully to meet and repel the violent and powerful opposition of the enemies of the system.

In due time the new school house of 1835 became the old school house in 1850, and was inadequate to the wants of the First Ward, which had grown greatly in wealth, population and influence. To meet the requirements, a new school house was built on the square between Second and First avenues, and between Short street and Liberty. This is the building now known as the First Ward or Duquesne Sub-District School. It is built in the most substantial manner, and is capable of accommodating five hundred scholars.

The ceilings are lofty, and all the rooms and halls well ventilated. The yards are spacious; a portion is set off for shrubbery and flowers, whilst ample room is left for the sports of the pupils.

When the present building was erected, no expense was spared to make it in every respect a model among schools, but the hand of time has begun its work upon the furniture, which shows to disadvantage in so fine a building.

Steps are being taken, however, to refit the entire building with furniture of the best material and pattern. There is a large extent of blackboard surface in each room, while outline maps, charts, globes and astronomical instruments are liberally supplied.

The importance of making our schools models of neatness, convenience, comfort and elegance, cannot be too highly estimated. So many hours of the day for so many years are spent here, that it cannot be but that the scholar's mind will take its tone from such surroundings. Though an expense at first, yet it will prove to be money well invested.

DISCIPLINE AND GOVERNMENT.

The tone of the schools in these particulars is good. The children are bright, intelligent and obedient. Corporal punishment is resorted to only in extreme cases. Cheerfulness and respect mark the relation of the pupils with their teachers. Instances of viciousness and insubordination are rare.

INSTRUCTION.

The aim has been to make the course of instruction thorough and practical. A large proportion of the scholars are taken from school at an early age, and therefore it is of primary importance that no time should be lost by the study of subjects not of immediate and lasting utility.

Examinations for promotion to higher classes and grades are frequent, and the pupil is in no case detained in one grade when he is fitted for another.

During the past few years there has been a considerable decrease in the number of pupils attending the schools, owing to the fact that the growth of manufacturing establishments has compelled many of the citizens to seek for homes in the rural districts.

FORBES.—L. H. EATON.

GEO. J. LUCKEY, *City Superintendent*:

In accordance with instructions contained in your circular of May 14, 1870, I herewith submit my report of the Forbes Public School:

The Sixth ward (formerly the Eighth,) became such by the action of the City Councils, December 4, 1846. The first election for school directors was held on the first Tuesday in January, 1847, and resulted in the choice of Messrs. Thomas Daft, Joseph Nixon, O. Miller, R. F. Smyth, Jacob Vodges and R. H. Hartley. Mr. Vodges declining to serve, Mr. John Allen was appointed to fill the vacancy. The board organized by electing Thomas Daft, President, Joseph Nixon, Secretary, and R. F. Smyth, Treasurer. The first school was opened in a small building on Maria street.

There are two school houses in this district. The Ann street house was erected in 1848. Since that time, two additions have been made, and it now contains twelve school rooms, besides two class rooms. It is located in a very quiet neighborhood, and is well suited to conducting recitations, being almost entirely free from external noise. The Second avenue building was erected in 1851, and contains three rooms.

Since the organization of the school, a period of twenty-three years, the following gentlemen have filled the position of Principal, viz: James M. Smith, Samuel P. Bollman, James Wilson, David Dennison, Wm. F. Walker, R. H. Kelly, John Gregory, J. H. Stewart and L. H. Eaton.

The number of pupils in the school continued to increase until about three years ago; since that time, the attendance has varied but little, in the corresponding months of the years named. A large number of children in this ward are sent to other schools for the express purpose of acquiring a knowledge of the German language; another considerable class attend the institution known as the "Brothers' School," on account of the religious instruction there obtained.

No branches of study, that may properly be termed *new*, have been introduced into the school within two years. Our aim, as teachers, has been carefully to note the result of instruction in our own and other schools, and so modify our methods from time to time as to secure the most satisfactory results. By careful experiments we have found it advisable to introduce certain branches into lower grades, either as an oral exercise or a regular study. In many instances we have been quite surprised to see with what readiness small children can grasp and comprehend important facts and principles. Within the time named, reading has considerably improved in the Primary department.

As the result of careful instruction, not only are the difficult words called with greater ease, but the pupils are able to exercise judgment in the use of emphasis and the inflections ; in other words, there is more naturalness in their reading.

Our Primary teachers have also been quite successful in teaching their pupils to read and write—both numbers and words, and in laying a thorough foundation for a knowledge of arithmetic. In Room No. 1 the children are taught to print on the board and slate. In No. 2 the script letters are taught, and the combination of the same in words. From this point upwards the pupils are required to write their spelling exercises, and in many cases, their reading lessons. The result of this is, not only to make them better readers and spellers, and familiar with the process of writing, at an early age, but it employs their leisure time, thereby making the discipline of the school less difficult, and more satisfactory.

Since the opening of the school in September last, attention has been given to gymnastics, in all the rooms. We have found the exercise useful, not only in the development of juvenile muscle, but as a means of producing a more free circulation of the blood, and thereby stimulating mental activity.

I have no hesitation in saying that the school is more efficient now than it was two years ago. The scholars are generally obedient, studious, and fond of

their teachers. Suspensions very rarely occur, and cases of discipline, requiring the attention of the Principal, are few in number. By the exercise of a laudable ambition in their profession, combined with a conscientious discharge of duty, on the part of the teachers having charge of the several departments, the school has made a substantial *advance* within the time named. From the citizens of the ward we have received the most satisfactory assurances that they appreciate the present condition of the school.

Vocal music, since its introduction into the schools, some two years since, has excited a good degree of interest. Our scholars, under the efficient instruction of Walter B. Slack, Esq., have made excellent progress, and look forward to "singing day" as the most interesting of the week. All the pupils take part in this pleasing exercise. Experience proves that music promotes study, favors discipline, and exerts a happy influence on the pupils.

Since your present official connection with the schools of Pittsburgh, you have frequently called the attention of teachers to the *abuse* of corporal punishment, and your earnest and persevering efforts in this direction have produced a great diminution in this mode of discipline. It is still used, however, to a much greater extent than is necessary. The energetic, judicious teacher is able to call into exercise other modes of governing, less objectionable, and more pow-

erful than the rod. While this is true, I would have the teacher retain the *right* to use this form of punishment, whenever circumstances seem to demand it. The characters of children attending our public schools are so various, that one mode of treatment cannot be made to apply to all. The sudden and total abolition of corporal punishment, through the action of our school boards, would, in my opinion, be seriously detrimental to the best interests of the schools.

But few changes in the present grades and course of study, are, in my opinion, desirable. The leading features of Geography and Grammar might, I think, be taught orally, with success, in one or two rooms, previous to the introduction of text books on these subjects. In Geography we frequently find scholars familiar with the natural and political divisions of Asia and Africa, while they are grossly ignorant of the country in which they live. Less time should be spent on portions of the world possessing but little importance; and on the other hand, the pupils should be made thoroughly acquainted with the geography of Pennsylvania and the United States.

In the Primary department a large amount of *oral* instruction is required. The pupils are young, and many of them unable to apply their minds to study; but they receive with eagerness facts and illustrations from the lips of the living teacher. The old and false

idea, that almost any person is capable of teaching small children, is now rejected by all persons having a moderate share of intelligence. We need in our Primary schools, competent, energetic, enthusiastic, experienced teachers. Many such we now have.

I would further suggest that the complete success of our public schools, in building up an intelligent, happy and powerful republic, will depend much on the hearty co-operation of all the parties concerned—directors, parents, teachers and pupils. Where this is found, the work is easy, and the result a gratifying success.

FRANKLIN.—D. C. HOLMES.

GEO. J. LUCKEY, *City Superintendent*:

In the fulfilment of the duty assigned me, of preparing a brief general report of the school under my supervision, I shall endeavor to follow the order of topics indicated in your circular addressed to Principals; and accordingly commence, by giving, as pertinent to the first branch of inquiry, a few facts connected with the early history of the school.

The school was organized in the spring of 1847, in the building it now occupies, on Franklin street, in the old (then new) Sixth ward. The house was newly erected, three stories high, and consisted of three large rooms, each about 60 feet by 37, and a class room attached to each, 24 feet by 14. The basement contained rooms for the use of the janitor, storage of coal, &c. Since that time the large rooms have been divided, two wings added to the building, and other changes made to suit the requirements of a rapidly increasing population.

On the 11th of May, 1847, the school was convened for the first time, occupying the second and third stories, the lower story being then unfinished. About

275 pupils were present at the opening. The first teachers selected by the Board were the present Principal, with Misses McGarrahill, Robison and Jones as assistants. The first Board of Directors consisted of the following gentlemen: L. R. Livingston,* John Harper, Dr. Robert Wray, Cyprian Preston, William Barnhill,* and Rev. Dr. Upfold, now Bishop of Indiana. To the first named gentleman, Mr. Livingston, for many years President of the Board, is largely due the credit of the conception and successful execution of the plans, which after some sharp struggles placed the school on a permanent foundation. Mr. Livingston was so thoroughly identified with all its interests that it may almost be said of him, without any disparagement to his excellent and efficient co-workers, that the school was his own creation.

At that time the free school system was not generally in favor in this section of the state, and not a few among the citizens of the district were hostile to the experiment, as they then deemed it, or were coldly indifferent; and it was found necessary at first to charge the pupil a small tuition fee, to eke out the school money raised by taxation. This pay-school feature disappeared, however, after the first year, if my recollection is correct, and the school was placed entirely on a free school foundation.

*Since deceased.

Other matters connected with the early history of the school I pass over for want of space, and proceed to the next topic of inquiry.

The attendance of our school has been large, and is still so, though within the last two or three years it has diminished somewhat. The average of our enrollments for the last seven years is 850. The enrolled attendance for the present school year is 794; showing a deficiency of 56 below the general average of enrollment. The mean average attendance for the same period was 698; the average for the year just closed was 685, or 13 less than the mean average.

This diminution in the attendance is, in my opinion very largely due to the strict enforcement of a rule established two years ago, prohibiting the attendance of non-residents; in consequence of which, pupils removing from the district are debarred the privilege of continuing their studies in the school, although many of them from a feeling of attachment would much prefer to do so. This, taken in connection with the fact that most of the city schools adhere to the policy of still retaining those pupils that remove their residence to other districts, and of admitting applicants irrespective of residence, may sufficiently account for any decrease in our attendance during the last two or three years.

NEW STUDIES, NEW METHODS, &C.

With the exception of Drawing, no new studies have been introduced into our school since the city schools were consolidated. The recent introduction of this branch does not justify me in speaking in decided terms of the measure of success already attained; but the indications are all favorable, and under more complete arrangements very satisfactory results may be expected. Alden's "Science of Government," an excellent manual for the higher classes, and authorized by the Central Board, we hope to have an opportunity of introducing next year.

The great difficulty we have hitherto found in teaching advanced studies lies in the immature condition of the pupils entering our Grammar grades, in which circumstances have compelled us to place them prematurely.

Gymnastics, as an exercise, has been practised during the year with beneficial results.

GENERAL CONDITION OF THE SCHOOL, &C.

On this point I believe I may properly say that the school has been steadily gaining in efficiency, especially for the last two or three years; and that we are still directing our best efforts to that end.

In reference to the question of grades, as to what changes, if any, are required, &c., I hesitate to express a decided opinion; but will venture the suggestion that too much work belonging to other departments is thrown into the Grammar grades. There seems also to be no proper sequence of studies—no point where a particular branch can be dropped, and another take its place; and yet, why should not a study like Geography, for instance, which is begun in the Primary department, be finished by the time the pupil reaches the highest Grammar grade? So of writing; with the improved facilities for teaching this branch, such as we now possess, it would seem that the necessity for continuing the daily lessons in the copy book should cease somewhere in the higher grades, thus allowing the time now devoted to it to be more profitably spent, in Composition, Elocutionary exercises, &c. It would be well, in my opinion, to make a careful revision of all the grades, at an early period.

MISCELLANEOUS.

Under this head I may mention Vocal Music, which for the past two years has been regularly taught, and in which, so far as this school is concerned, very satisfactory progress has been made. Its incidental aid in the maintenance of discipline, and its influence in strengthening the power of attention, in refining the

taste, and cultivating the better feelings of the heart, have been clearly manifest. The presence also in the school room of pictorial and floral adornments, constitutes another element of humanizing and refining tendency. Contributed for the most part by the pupils, and tastefully arranged, they relieve and gladden the eye, and seem to diffuse a fresh and serene atmosphere, favorable to mental application.

I append here two statistical items, more appropriately classed under the first head of this report; but a desire not to overstep the limits of brevity decided me to omit them there, and I mention them here as briefly as possible. They are—the number of pupils that up to the present time have successfully passed the High School examinations; and the number of soldiers the school has furnished for the suppression of the Southern Rebellion; which are, respectively, 154, and 91. Of the latter 16 were killed in battle, or died of disease contracted in the army.

GRANT.—I. N. STEPHENSON.

GEO. J. LUCKEY, *City Superintendent*:

Sir:—In compliance with your circular letter of May 14th, I submit the following general report of the Grant School:

The first public school building erected in the city of Pittsburgh was located on the corner of Diamond street and Cherry alley. The building was constructed of brick, and was about forty feet front by sixty feet deep. It contained two rooms, one over the other. The first teachers elected were Mr. and Mrs. Isaac Whittier. Mr. Whittier, as Principal, had charge of the male, and Mrs. Whittier of the female department. The Principal's salary was eight hundred dollars per year; the assistant's was four hundred. At first the Lancasterian, or Monitorial system of teaching was adopted. This system, however, was soon abandoned, and before two months had elapsed, it was found necessary to employ two additional teachers. As the school increased in numbers and popularity, additional teachers were employed. Mr. and Mrs. Whittier remained in charge of the school till about the year 1839, when they both resigned, Mr. Whittier having engaged in

some other pursuit. Mr. Henry Williams succeeded Mr. Whittier. He remained but a few months, and was succeeded by Mr. Hunter, who also remained but a short time. In the latter part of the year 1839 Mr. and Mrs. Whittier were again called to take charge of the school. In the year 1840 the directors ordered a re-examination of all the teachers belonging to the school. All except Mr. and Mrs. Whittier were dismissed for incompetency, and new teachers were elected in their places. From a monthly enrollment of four hundred pupils the school gradually increased to nine hundred. Mr. and Mrs. Whittier remained in charge of the school till the close of the year 1850, when they both voluntarily resigned. The building at this time being considered unsafe, was condemned and sold by the directors.

Both Mr. and Mrs. Whittier were thorough and efficient teachers. They came to Pittsburgh from Massachusetts. Mr. Whittier was a christian gentleman, genial in disposition, and possessed of a fine classical education. Too much praise cannot be awarded to him and his estimable lady for their zeal and fidelity to the cause of popular education, and for the ability which they displayed in overcoming the difficulties which attended the inauguration of the new system of public instruction.

Many of our best business men of the present day received their educational training in this institution, and cherish with feelings of gratitude the pleasant

memories of the "*Old Third Ward.*" Mr. Whittier died in 1868. Mrs. Whittier is still living.

In the year 1850 the directors purchased a large lot on the corner of Grant street and Strawberry alley, and proceeded to erect the present large and commodious building, which was completed in the year 1852. In September of the same year Mr. Jas. M. Pryor was elected Principal, and opened school with a corps of fourteen assistant teachers. Mr. W. W. Dixon, since deceased, was elected Assistant Principal. The next year, in consequence of the largely increased attendance, two additional teachers were elected. Mr. Pryor remained in charge of the school till June, 1854, when, having been elected County Superintendent, he resigned the Principalship of the school, and entered upon the duties of his new office. In August of the same year Mr. Thomas Ewing was elected Principal and remained in charge of the school till November 15th of the same year, when he voluntarily resigned. Mr. Pryor having resigned the Superintendency, was again elected Principal, and had charge of the school till 1858. The monthly enrollment at this time was about twelve hundred. Mr. D. Dennison was elected Principal in August, 1858, and had charge of the school till March 1, 1864. The average attendance during the time Mr. Dennison had charge of the school was large. The number of assistant teachers was eighteen. Mr. H. I. Gourley having been elected

Principal, took charge of the school March 1, 1864, and remained in charge of it till April 1, 1867, when he resigned, and Mr. G. J. Luckey was elected to fill the vacancy. Mr. Luckey had charge of the school till June, 1868, when, having been elected City Superintendent, he resigned and entered upon the duties of his new office. The present Principal, I. N. Stephenson, took charge of the school June 1, 1868.

There has been a gradual decrease in the average attendance of the school since 1860. This is owing to the fact that many houses formerly occupied as dwellings have been converted into places of business, the occupants removing to the suburbs of the city. Vocal Music, Drawing and Gymnastics have been introduced within the last two years with decided success. These studies relieve the monotony of the school room, increase the interest of the pupils, and secure a more regular and punctual attendance. Owing to the establishment of the High School, the curriculum of studies is not so extended as in former years, but the efficiency and thoroughness is greatly increased.

The graduating class of the present year was one of the best that has ever left the school.

HIGH.—PHILOTUS DEAN.

GEO. J. LUCKEY, *City Superintendent*:

I have the honor to submit the following report of the Pittsburgh Central High School, for the school year ending June 1, 1870.

The school has been in operation in three departments, namely: the High School proper, or Academic Department, the Normal Department, and the Commercial Department. As the history and statistical information of these schools were incorporated into your report on the condition of the Public Schools of Pittsburgh for the school year ending June 1, 1869, I shall confine myself in the present report to such matters as come within the limits of the year just closed.

ACADEMICAL DEPARTMENT.

This department has been operated by the following

FACULTY:

PHILOTUS DEAN, A. M., Principal and Professor of Natural Sciences,
 CARLOS A. KENASTON, A. M., Professor of Belles Letters,
 HORACE W. BANCROFT, A. M., Professor of Mathematics,
 JOHN H. CRUMB, A. M., Professor of Latin and Greek,
 CHARLES B. WOOD, A. M., Professor of Physics,
 ROBERT JOHNSTON, A. M., Professor of Commercial Science,
 PAUL F. ROHRBACHER, Professor of German;
 JULIAN B. CRENSHAW: A. B., Assistant Teacher.
 SARAH A. RUTLEDGE, Preceptress,
 RACHEL E. HENDERSON, Teacher of Mechanical Drawing,
 M. E. FITZSIMMONS, Teacher of Free Hand Drawing;
 JOEL B. DARLING,
 WILLIAM B. HALL,
 HARRISON HORNER,
 WALTER B. SLACK. } Instructors in Vocal Music.

The time of occupation of this faculty has been as follows:

Professor Johnston has taught classes in penmanship four hours per week, and the D class in Commercial Science in connection with the Commercial Department after the close of the regular High School daily session.

Professor Rohrbacher has taught classes in German six hours per week after the daily session. Misses Henderson and Fitzsimmons have taught drawing one day in the week from 10:45 A. M., till 2 P. M.

Messrs. Darling, Hall, Horner and Slack have each taught the school in Vocal Music once a week from 9 till 9:20 A. M.

SCHEDULE OF PITTSBURGH HIGH SCHOOL, 1869-70

CLASSES.

The A class is the class which is in its fourth or last year in the school; the B class is in its third year, the C class in its second year, and the D class in its first year. The N classes are Normal classes. The figures 1, 2, or 3, at the right of these letters indicate sub-sections of these classes. The figures opposite to the names of the recitations are the numbers of the rooms in which the recitations are performed.

ATTENDANCE.

Class A, 1869,.....	Males, 7	Females, 9	Total, 16
Class B, 1869, A, 1870,.....	" 9	" 11	" 20
Class C, 1869, B, 1870,.....	" 9	" 22	" 31
Class D, 1869, C, 1870,.....	" 36	" 42	" 78
Class D, 1870,.....	" 49	" 40	" 89
Totals, 1869-'70,.....	" <u>110</u>	" <u>124</u>	" <u>234</u>
Totals, 1868-'69,.....	" <u>99</u>	" <u>105</u>	" <u>204</u>
Increase in 1869-'70,.....	" <u>11</u>	" <u>19</u>	" <u>30</u>

AVERAGE ATTENDANCE.

1869-'70,.....	Males, 73	Females, 82	Total, 155
1868-'69,.....	" 64	" 74	" 138
Increase in 1869-'70,.....	" 9	" 8	" 17

ADMISSIONS.

The following are the names of those who have actually attended this department, who were admitted during the year:

Mary J. Anderson,	Fanny J. Mindil,	Wm. H. Handlon,
Helen D. Anderson,	Margaret E. Moore,	Joseph A. Harper,
Emilia E. Baelz.	Martha E. Nobbs. 1868.	Wm. D. Hartupee,
Julia A. Bennett,	Eleanor E. Norris.	Ernst F. Hauch,
Annie W. Caldwell,	Laura A. O'Donnell.	Fouger A. De Haan,
Clara E. Cargo,	Jennie W. Patterson.	George B. Heazelton,
Louisa Culmer,	Helen V. Smith,	John N. Hetherington,
Annie S. Davison.	Arabella Stattenfield.	John J. Hill.
Lizzie Doak,	Jane E. Thomas,	William Hunter,
Mary V. Donnelly,	Mary A. Wilson,	Joseph E. Lewis, "
Lueinda Dunn.	Valla B. Weddell.	Marcus W. Lewis,
Margaret Durning.	Mary P. Zahniser,	Alexander McClintock,
Annie E. Evans,	Benjamin Anderson,	Charles S. McClure,
Mary E. Ferguson,	Francis Alton.	Wm. H. McClung,
Adefa Floyd,	John W. Best,	John E. McCrickart,
Emily R. Fox,	Thomas F. Best,	James McDonald,
Margaret D. Harrison.	James E. Booth,	Robert J. McKee,
Kate P. Hartman, 1866.	Nathan P. Boothe,	Samuel McKinley,
Emily L. Heuser,	Clarence Burleigh,	Ralph W. Means,
Amanda Hill,	John G. Canfield,	Robert C. Mulhatten,
Annie J. Hope.	Walter E. Coffin,	Frederick W. Myler,
Martha P. Horner.	Wesley J. Craig.	Henry C. Shaw,
Virginia Hunter.	Augustus W. Dean,	Nathan Strasburger,
Lydia A. Lepper	John W. De Arman,	John J. Thomas,
Martha E. Lewis.	Robert L. Diekey.	Samuel H. Thompson,
Annie W. Lewis.	James D. Downing,	Morris S. Verner,
Nancy Mackrell,	Charles R. Ewart.	Frank D. Wallaker,
Mary E. McDowell.	Jacob Fleishman.	James S. Watt,
Mary A. McGregor.	Henry Fownes,	Wm. J. Welsh.
Mary C. Miller.	Henry C. Hamilton.	

GRADUATIONS.

The following graduated from the High School Course, June 23, 1870:

Mary R. Bowers,	Alabama McNeely,	Henry Herr,
Flora B. Covert.*	Ella J. Wagstaff.	Wm. L. Scaife,
Annie W. Donaldson,*	America W. Wallace.*	Raphael Sergeant,
Bessie R. Evans.	Sarah F. Wright,	Abraham Strasburger,
Cevilla A. McClaren,	Thomas S. Bell,	Frank P. Swindler.
Annie E. McClelland.	Albert Berkowitz,	

POST-GRADUATE STUDENTS.

NAMES.	STUDIES.
John B. Herron,.....	Latin and Greek.
Kate Keys,.....	German.
Elvira Reese,.....	"
Isabella C. Seitz,.....	"
Mary Walker.....	"

COURSE OF STUDY.—FIRST YEAR.

Written Arithmetic finished; Mental Arithmetic; Robinson's Elementary Algebra, through Quadratics; Bullions and Morris's Latin Grammar; Bullions' Latin Reader; Hart's Constitution of the United States; Fuller's Political Class Book of Pennsylvania; Anderson's General History begun; Book-keeping; Reading; Spelling; English Grammar; Geography; German, optional.

SECOND YEAR.

Algebra finished; Geometry begun; Mental Arithmetic; Chemistry begun; Latin Reader finished;

*Did not take the full course in Latin.

Cæsar's Commentaries, four books; Anderson's General History, continued; Reading; Spelling; English Grammar; Geography; German, optional.

THIRD YEAR.

Geometry finished; Mental Arithmetic; Chemistry finished; Natural Philosophy; Cutter's Physiology begun; Wood's Botany begun; Mitchell's Physical Geography begun; History finished; Virgil's *Eneid*, six books; German, optional; Greek, optional.

FOURTH YEAR.

Trigonometry; Surveying and Engineering; Astronomy; Mental Arithmetic; the *Bucolics* and *Georgics* of Virgil; six orations of Cicero; Physiology finished; Botany finished; Zoology; Dana's Geology; Physical Geography finished; Wayland's Intellectual Philosophy; Fairchild's Moral Philosophy; Coppee's Logic; Coppee's Rhetoric; German, optional; Greek, optional.

Writing, Drawing, both mechanical and freehand, Composition and Declamation, throughout the course.

NEW STUDIES INTRODUCED.

Greek, German, Surveying and Engineering were re-introduced into the course in November, 1869, after having been dropped for ten years.

RULES OF GRADATION.

Performances, both in recitation and examination, are estimated on a scale of 10 ; this number indicating a perfect performance, and 0 indicating entire failure. To grade from one class to the next, the average of all the pupil's examination averages in the studies of the year must be at least 5, and his average on examination in any one study must not be below 3.

QUARTERS OCCUPIED.

The school has occupied seven rooms in the third, fourth and fifth stories of the Bank of Commerce building, corner of Wood street and Sixth Avenue. As it has been impossible to accommodate in these rooms all three departments at once, the classes of the Academical Department have had the precedence, occupying them till 2:30 P. M. Those of the Normal Department have come at 10:17 A. M., and left at 2 P. M., and the Commercial Department has had its sessions from 2:30 till 4:30 P. M., and from 7 till 9 P. M. Notwithstanding these arrangements, it has been impossible to prevent unpleasant interferences of one department with another.

DISCIPLINE.

The rules of the school do not allow corporal punishment, but provide that "The punishments in the High School shall be demerit marks, private and pub-

lic reproofs, suspension and dismission; the last to be decided by the Central Board of Education." Also, "When a student's demerits have amounted to forty within three consecutive months, he shall be suspended from school. The Faculty, on receiving from him a satisfactory promise of amendment, may terminate this suspension, and may abate from his future reckoning as many of the already recorded demerits as will give him a fair probation. If his demerits amount a second time to forty within three consecutive months, he shall be suspended from school for one month, and may be re-admitted only on giving satisfactory promise of amendment. Upon a third similar offense, he shall be reported to the Central Board for dismission."

Under this rule the following have been the severe cases of discipline:

FIRST SUSPENSION.	SECOND SUSPENSION.
High School,..... Males, 5	Females, 1
Normal School,..... " 0	" 1
Totals,..... 5	2

PROGRESS IN STUDIES.

The scholarship of the year, both as to the average zeal of the pupils and the recitation and examination averages obtained by them, will compare favorably with that of any previous year in the history of the school.

ADDITION TO LIBRARY.

The Library has been enlarged during the past year, by the addition of 102 volumes, mostly in the department of American and British poetry, at a cost of \$165.55.

NORMAL DEPARTMENT.

This department has been operated by the same Faculty as the Academical Department, the labor being distributed among them as indicated by the Schedule.

ATTENDANCE.

School Year.	TOTAL.			AVERAGE.		
	Males.	Females.	Total.	Males.	Females.	Total.
1869-70,.....	1	132	133	1	65	66
1868-9,	1	90	91	1	55	56
Increase,.....	0	42	42	0	10	10

EXAMINATION AND GRADUATION.

Two examinations of candidates for diploma have been held during the ten months ending July 1, 1870. The first was held in March, the second in June. No diploma was issued to any candidate who obtained less than eighty-five per cent. on any study. The studies on which diplomas were granted were those of the Primary Course, required by law as conditions

of holding a teacher's certificate, namely: Arithmetic, English Grammar, Geography, Orthography, United States History, Reading, Writing, and the Art of Teaching.

GRADUATES.

NAMES.	DATE	AVERAGES.								
		Orthography.	Written Arithmetical.	Mental Arithmetical.	English Grammar.	Geography.	History of the United States	Reading.	Writing.	Penmanship.
Emma M. Bridge.....	June 1869	96 85 ¹ ₂	100	94 31	55	95				
Arabella J. McCandless,.....	"	95 52	98	85 35	53	100				
Sarah McClung,.....	"	95 57 ¹ ₂	100	101 00	95	95				
Jane Troop,.....	"	93 93	100	92 94 ¹ ₂	52	95				
Emily L. Wible,.....	"	96 85 ¹ ₂	97	90 96	56	96				
Elizabeth Bamford,.....	Mar. 1870	94 94	99	57 90	57 ¹ ₂	90				
Mary Bamford,.....	"	95 91	85	86 90	94 1 ¹ ₂	90				
Mary V. Barton,.....	"	59 91	100	59 90	56	90				
Christina M' Laren,.....	"	55 88	46	56 92 ¹ ₂	59 93	90				
Florin A. Shaw,.....	"	91 91 ¹ ₂	100	92 93	92 5 ¹ ₂	94				
Mary E. Campbell,.....	June	90 93	98	86 95	55	95				
Emma A. Gray,.....	"	90 87 ¹ ₂	86	85 95	55	95				
Emma Hipsley,.....	"	55 93 ¹ ₂	100	88 95	56	95				

The fact that the diploma of this department entitles its holder to the same privileges as are granted by a professional certificate issued by the City Superintendent, makes it important that the conditions on which the diploma is obtained should be of high grade, and rigidly maintained. The Faculty have scrupulously endeavored to guard this gateway to a professional certificate against the admission of the undeserving, as to the quality of the questions, care to secure honesty in the answers to them, and exactness in marking those answers. It is believed that the above list of graduates commanded their diplomas by

the force of mere scholarship, having good title to them at the time of receiving them. The question whether they will always maintain that title by keeping pace with the world's scholarship, or fail to do so by negligence and forgetfulness, bears with equal force upon all holders of professional certificates and diplomas of State Normal Schools. No position of value in the world can be kept without unremitting vigilance and labor, and this is eminently true of first grades in the ranks of educators.

COMMERCIAL DEPARTMENT.

As before stated, this department has had its sessions between 2:30 and 4:30 P. M., and 7 and 9 P. M.

It has been operated almost exclusively by Robert Johnston, Professor of Commercial Science.

COURSE OF STUDY.

Its course of study is as extensive as that of any Commercial College, embracing Business and Ornamental Penmanship, Commercial Arithmetic, Book-keeping, as practiced in every department of business, (such as Merchandising, Banking, Railroad and Steamboat business, &c.,) Commercial Law, Ethics, and Customs, and Business Forms and Correspondence.

ATTENDANCE.

	MALES.	FEMALES.	TOTAL.
Number from High School,.....	102	9	111
.. " Normal School,.....	1	12	13
" of others,.....	238	32	270
Totals,.....	341	53	394

GRADUATES.

NAMES.	STUDIES NAMED IN DIPLOMA INDICATED BY*											
	Writing.	Arithmetic.	Single Entry Book-keeping.	Double Entry Book-keeping.	Business Forms.	Correspondence.	Actual Business, Commission.	Forwarding.	Bank Book-keeping.	R. R. Book-keeping.	Phonography.	
1868-9.												
Miss Eva S. Miller,.....	*											
Amos L. Asper,.....	*											
John C. Fleck,.....	*											
George Herr,.....	*											
Henry Herr,.....	*											
Wm. A. Irwin,.....	*											
Clark H. Johnson,.....	*											
John Neely,.....	*											
Wm. Parcels,.....	*											
Henry Reppert,.....	*											
George Sheppard,.....	*											
1869-70.												
James Bryar,.....	*	*	*	*	*	*	*	*	*	*	*	
Miss Dorcas Byrnes,.....	*	*	*	*	*	*	*	*	*	*	*	
Thomas D. Chantler,.....	*	*	*	*	*	*	*	*	*	*	*	
Robert Cunningham,.....	*	*	*	*	*	*	*	*	*	*	*	
John Cunningham,.....	*	*	*	*	*	*	*	*	*	*	*	
Wm. Charlton,.....	*	*	*	*	*	*	*	*	*	*	*	
Miss Ellen Gosser,.....	*	*	*	*	*	*	*	*	*	*	*	
George W. Hughes,.....	*	*	*	*	*	*	*	*	*	*	*	
Wm. S. Hyde,.....	*	*	*	*	*	*	*	*	*	*	*	
Wm. Henrici,.....	*	*	*	*	*	*	*	*	*	*	*	
Thomas L. Moore,.....	*	*	*	*	*	*	*	*	*	*	*	
Wm. N. McNamara,.....	*	*	*	*	*	*	*	*	*	*	*	
Miss Margaret Newton,.....	*	*	*	*	*	*	*	*	*	*	*	
Henry C. Over,.....	*	*	*	*	*	*	*	*	*	*	*	
John Patterson,.....	*	*	*	*	*	*	*	*	*	*	*	
Samuel Perry,.....	*	*	*	*	*	*	*	*	*	*	*	
John W. Smith,.....	*	*	*	*	*	*	*	*	*	*	*	
Charles Taylor,.....	*	*	*	*	*	*	*	*	*	*	*	
Burton Tilden,.....	*	*	*	*	*	*	*	*	*	*	*	
Samuel Wall,.....	*	*	*	*	*	*	*	*	*	*	*	

The foregoing statements demonstrate the utility and importance of this department to that large class of youths that are so situated as not to be able to attend the regular sessions of any day school, and yet should learn the elements of commercial science to fit them for business. It is to be hoped that the advantages of a People's Commercial College, open on the same terms as a public school, will continue to be appreciated more and more by those who can give their children no higher education. The Central Board of Education could hardly take a step to reach the people more directly, in a department of education more suited to the necessities of all, than they have taken in establishing a Free Business Public School in connection with the High School.

TOTAL ATTENDANCE OF ALL DEPARTMENTS.

	1868-69.			1869-70.		
	Males.	Females	Total.	Males.	Females	Total.
High School,.....	99	105	204	110	124	234
Normal School,.....	1	90	91	1	132	133
Commercial School,.....	190	28	218	238	32	270
Totals,.....	290	223	513	349	288	637
Increase,.....				59	65	124

CONCLUSION.

It is plain that the increase in the number of pupils attending during the past year has been greater than the increase in the number of their teachers. This has operated somewhat against the power of the Faculty to make the educational drill as close and efficient as could be desired. I think that it would be very desirable that the school should, for the coming year, have, if possible, another room and another teacher. If it is not possible to obtain another suitable room, another teacher would find nearly, if not quite, full employment in relieving the two most overburdened members of the Faculty, namely: the Principal and the Professor of Commercial Science.

Suggestions of other changes would, perhaps, be best deferred till the school is transferred to the building now in process of erection for it.

Thanking you, on behalf of the Faculty of the High School, for the uniformly kind appreciation of the value of the school and of the labors of those who work for its advancement, I remain very respectfully

Yours,

PHILOTUS DEAN.

HIGHLAND.—R. H. FULTON.

GEO. J. LUCKEY, *City Superintendent*:

Sir:—In compliance with your request for a “brief, general report” of the Highland Public School, (19th Ward,) as set forth in your circular, dated May 14th, 1870, I have the honor to submit the following statement:

The school was organized in accordance with the grades specified by the Central Board of Education, in September, 1869.

In the absence of the proper records I am unable to present any definite information in regard to its standard or condition prior to this date. It may be mentioned, however, that the educational interests of the district were under the control of a liberal and intelligent directory, who made the most of the few facilities afforded them for carrying out the requirements of the laws relating to public education; that the teachers were of good professional standing, and the majority of the pupils in attendance such as may be expected to be found in a community where order and refinement are so generally characteristic of the people.

tral Board. The attendance for the term was 89 per cent.

The attention of the community was early attracted to the superior accommodations afforded in the new and commodious school house and healthful grounds for the care and comfort of the youth. The energetic and accomplished corps of teachers selected for my assistants were indefatigable in their labors for the advancement and happiness of their pupils. The public were invited to assemble monthly in the school hall to observe the management of the work and the progress of the children in their studies. It is believed that by these means, chiefly, the remarkable increase in attendance over that of the former schools in the ward, was obtained and preserved, and the co-operation of parents and others secured for the encouragement of the school.

To the remaining questions of your circular, namely: "What new branches of study;" "What new methods of teaching have been introduced," and "What is the condition of the school, with respect to efficiency, as compared with former years?"—I am unable to reply, for the reasons already stated—that until the beginning of this term no similar organization existed in the ward, nor is there sufficient record of former operations from which such estimates could be formed.

It is proper in the conclusion of this report that reference should be made to the distinguished fidelity

with which the local board have discharged the arduous duties of their administration. To them and their sterling representative in the Central Board is due the highest tribute of public gratitude, not only for their zealous attention to everything pertaining to the physical comfort and welfare of the youth in the school, but for their earnest advocacy and vindication of the Common School System throughout the community.

In retiring from the profession I bear with me many happy recollections of social and personal intercourse enjoyed during my official connection with yourself and your noble allies, the Principals and Teachers of Pittsburgh.

I believe the labors of your office to be more constantly, more strictly, more responsibly labors for the preservation of the safeguards of municipal order, happiness and prosperity than are those of any other administrator of public affairs ; for who does not know that in the education of our youth in science and personal virtue, of which you have general supervision, lies the great hope that our free institutions shall be perpetual ?

I close this report in the language of one of your most lamented sons and heroes, the late Col. Sam. Black :

“ Prosperity, in all its ways, to that great element, the Common School System of our country. Encour-

age it and bless it always, for it is a noble ally in a noble enterprise. Let us all with one accord say it again—God bless the Common Schools! For they are to the wintry condition of the world what the sunshine of Spring—the rain of Heaven—and the distilled dews of the night are to the earth in her struggle to bring forth through ribs of frost the bud—the leaf—and the flower.”

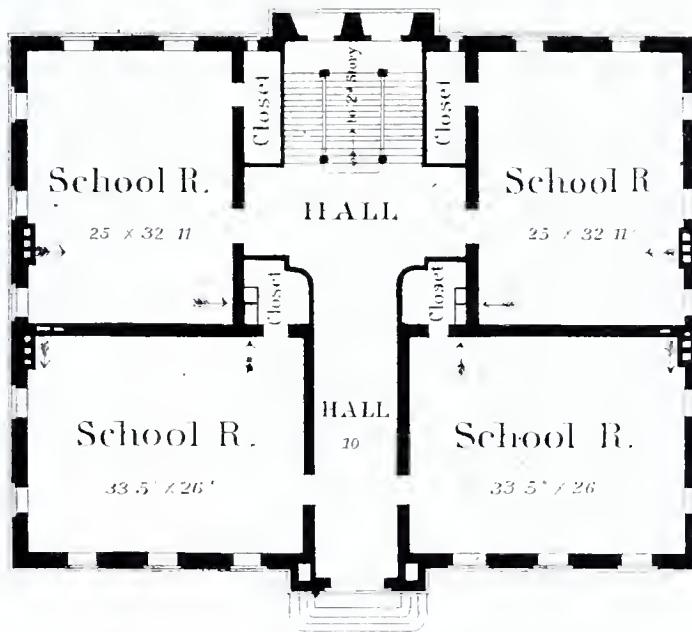
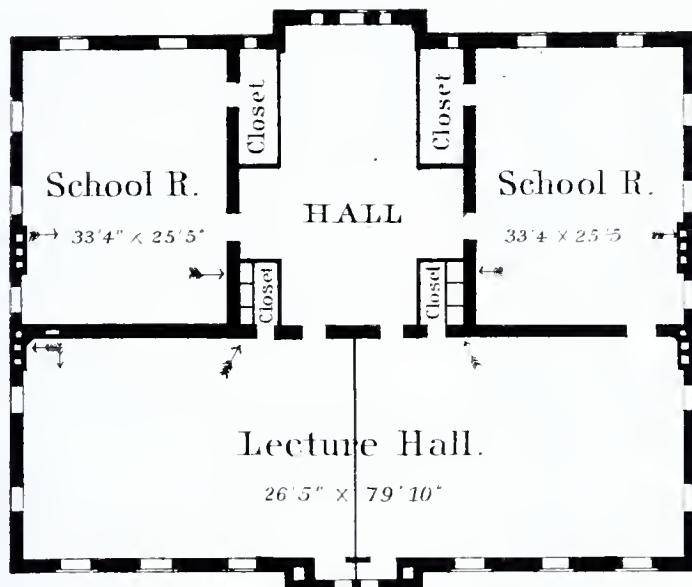
Bart & Moser, Architects

HOWARD DISTRICT PUBLIC SCHOOLS.

(16th WARD)
PITTSBURGH, PA.

Otto Krebs Lith. Pittsburgh.





HOWARD.—J. J. ROCKWELL.

GEO. J. LUCKEY, *City Superintendent*:

Dear Sir:—The history of the schools of the Howard Sub-District is as follows, viz:

The 16th ward was constituted as the Howard Sub-District, June, 1868. It is composed of part of Liberty and Pitt townships, and the borough of Lawrenceville. It has an area of about four square miles.

The first Board of Directors was elected October 13, 1868. They met the 5th of November following, and organized temporarily until the legal time came to make a permanent organization, which they did Jan. 19, 1869, for the ensuing year. The following are the names of the first Board, viz: Henry A. George, President; George W. Humbert, Secretary and Representative to the Central Board of Education; Edward Frauenheim, Treasurer; Leo J. Schaltenbrandt, Nicholas Winter and Robert Dittrich. After organizing, they found there were no accommodations for schools. (It was the only ward at the time of the consolidation without a school building.) They rented two old buildings for school purposes, until they could build new ones. One was the M. E. Mission Church on 33d street, and the other was a private dwelling on Cedar street, Bloomfield.

The schools were opened April 12, 1869. Misses C. M. Curry, E. C. Leckey, M. E. Potts and M. Craig composed the first corps of teachers.

J. J. Rockwell was elected Principal, July 17, 1869, and Miss B. J. McCandless as intermediate teacher, April 7, 1870. Prof. H. Horner was our music teacher during the year; he faithfully discharged his duty; it is the wish of the Board of Directors, teachers and pupils to have him re-appointed for this district.

G. W. Humbert's term, as a member of the Local Board, expired Jan. 19, 1870, and G. Praetsch was elected as his successor. He is the present Secretary of the Board. Robert Dittrich resigned June 2d, and Wm. Orford was appointed to serve the remainder of his term.

The Board selected very beautiful sites for two school buildings; one is situated on Liberty street, near City Park, and the other on Quarry street, in what was formerly called Bloomfield. The new buildings were completed and occupied, April, 1870. Each house contains eight rooms, with wardrobes and ample blackboard surface. Each room is furnished with the latest and most improved style of seats and desks, and will accommodate from fifty to sixty pupils.

These buildings were formally dedicated as follows, viz: Building No. 1, on Liberty street, March 19, 1870. The dedicatory address was delivered by J. J. Rockwell, the Principal. House No. 2, on Quarry

street, was dedicated May 14, 1870. Hon. Thomas Howard delivered the dedicatory address.

We seldom see in cities better locations for school purposes than these. We can truly congratulate the Board for its taste, intelligence and liberality in purchasing such beautiful sites and erecting such fine buildings. Each house is so situated that the children can look out in all directions upon scenes of "romantic wildness and quiet beauty," shaded groves, rough hills and beautiful gardens—all have truth for the intellect and beauty for the heart. "Scenes like these leave upon the mind of a child a deep impression. Accustomed to look upon the beautiful in nature, he will learn to appreciate the beautiful in life. He will be more apt to shun the low and the grovelling, the profane and the vulgar, and to exemplify the sentiment, 'How near to what is good is what is fair!'"

There has been a great increase in attendance during the year. The reasons are—first, we have more and better accommodations, and—second, the increase of population.

There have been no new branches of study, or no new methods of teaching introduced. The method of teaching in these schools is a combination of the four modes of imparting instruction—that by lectures, text-books, dialogues and catechisation. We do not conform to any particular one of these modes. Each has its advantages and disadvantages; hence we com-

bine the advantages of each, which we will briefly state, as follows, viz :

I. INSTRUCTION IMPARTED BY LECTURES.—First, it is more impressive than that of books. Pupils attend more closely to what they hear than to what they read; it appears newer and fresher, and consequently is more attractive. Second, it is more apt to be original; no lecturer can repeat merely what others have said or written—"he must think for himself; and, thinking for himself, he will have something original to present to his pupils at every recitation."

II. INSTRUCTION BY TEXT BOOKS.—First, it is generally more reliable, and can be presented in a more methodical manner than that given by lectures. Second, text books enable pupils to prepare their lessons at all times; hence they are not compelled to wait until they hear the lecture before they can study it. Third, the arrangement and expressions of text books enable learners to stop and think, which they could not well do by the lecture method; and hence the connections of the subject cannot be lost, or its points misunderstood.

III. THE DIALOGUE METHOD is used to communicate and obtain information in every circle of society; then, why may it not be used with great advantage in the school room? We believe that teachers can greatly benefit their pupils by sometimes relaxing the forms of the recitation and engage in profitable discourse with them.

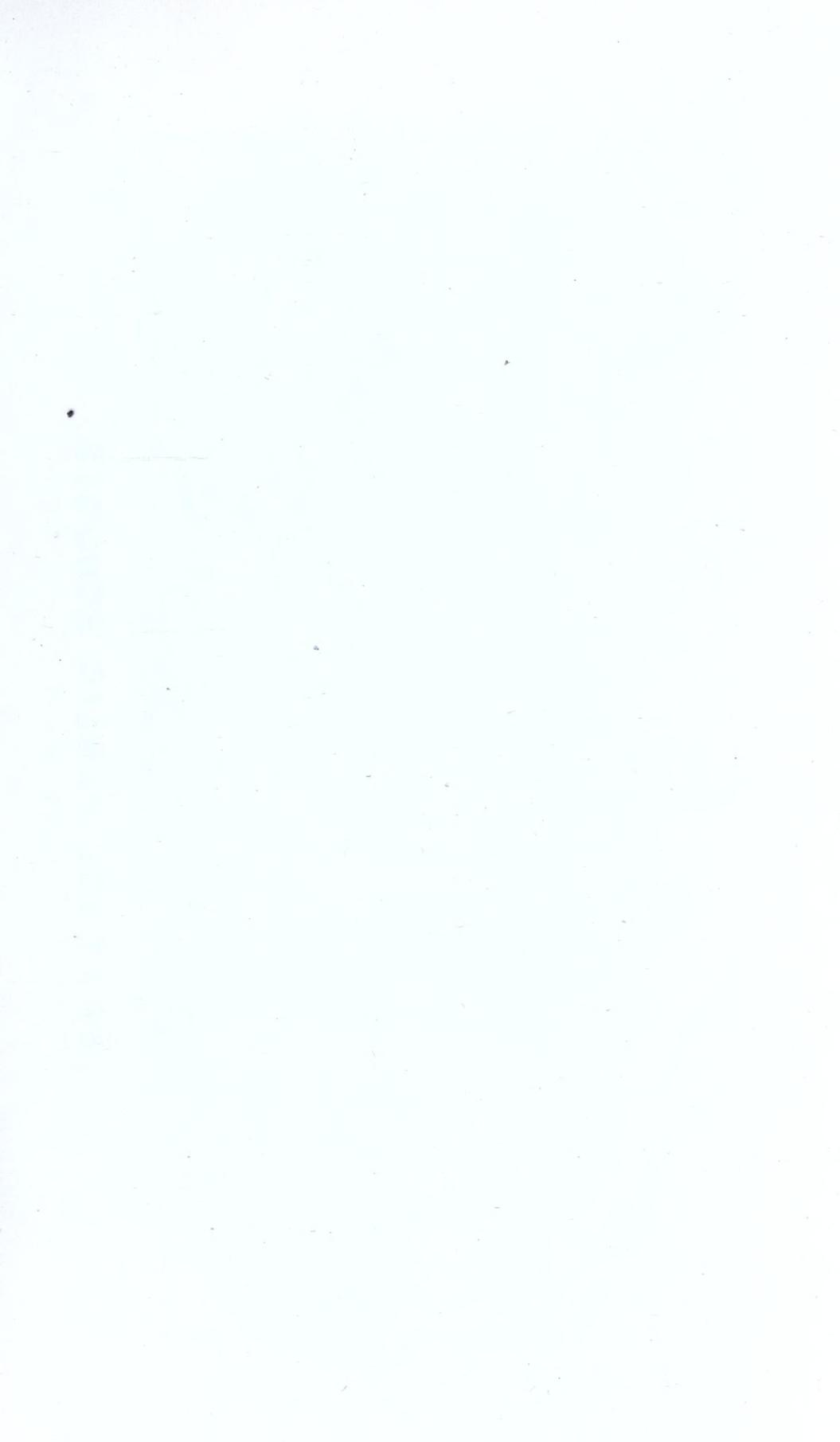
IV. THE CATECHISATION METHOD enables the teacher to find out what his pupils already know, and also enables him to lead them to find out for themselves something that they do not know. Its great advantages are that it makes teaching exact, thorough, methodical and animated. If we were to confine ourselves to any particular one of these methods, it would be the latter.

The present condition of the schools, with respect to efficiency, is very encouraging. Owing to the short time the schools have been in operation, and the many great disadvantages we were laboring under before we occupied the new buildings, it is not as good as we desire; but from present appearances these schools in a year or two will be able to compete with any of the schools in the city.

Upon changes that may be made with advantage in the present grades or course of study, we have nothing to say, as the schools were not properly graded until April, 1870. Hence, we have had no chance of testing them.

We cannot close without complimenting the Board for its hearty co-operation and interest in endeavoring to make the schools a success. We can truly say, without boasting or flattering, that we have never met with a board of directors who were more interested in the cause of education. "They are the right men in the right place."

In conclusion, allow us to thank you for your uniform kindness during the year, and to assure you of our grateful appreciation of your continued confidence.

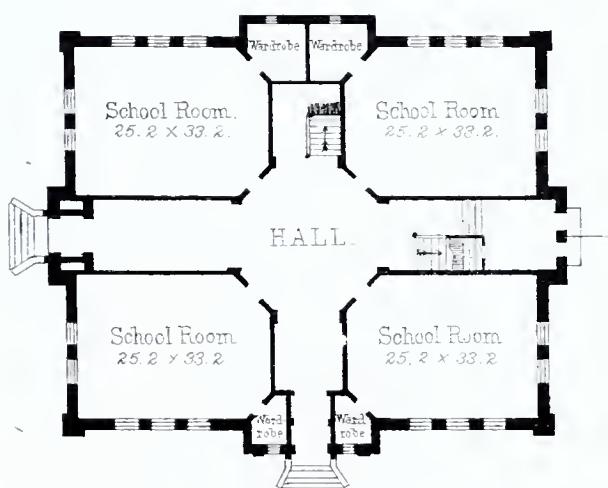
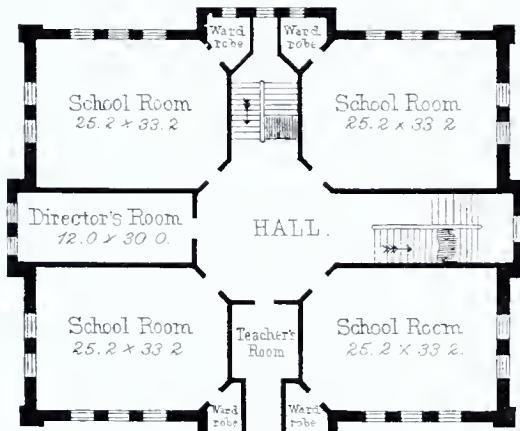
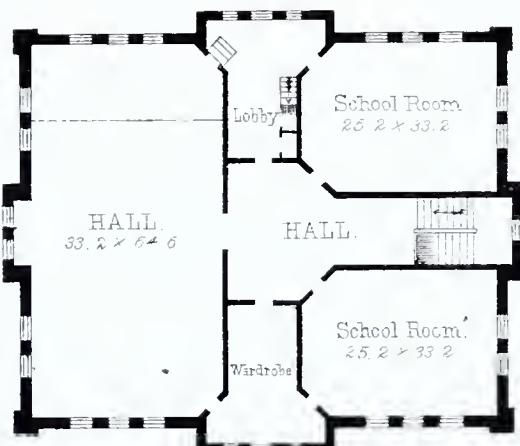


LAWRENCE PUBLIC SCHOOLS.

(15TH WARD)

Bart. Moore, Architect.





J AWRENCE.—SAMUEL F. PATTERSON.

GEO. J. LUCKEY, *City Superintendent*:

Previous to the recent consolidation of the outlying districts with the City of Pittsburgh, the borough of Lawrenceville consisted of that portion of the present city which is included in Lawrence, Washington, and a part of Howard sub-districts. The borough, although composed of two wards, formed but one school district. The higher department of these schools was taught in what is now the Lawrence School, and was under the immediate supervision of the Principal, who had charge of all the schools situated in various parts of the borough. This arrangement continued, after the consolidation, until the completion of the Washington School Building, April 1, 1869; at which time a Principal was appointed for that district, and the pupils of that district who, up to that time, attended this school, went there. Since the division, this school has been re-organized to suit the altered circumstances. The chief difficulty under which this school labors, is the want of a suitable school building; a want which our excellent Board of Directors proposes to supply very soon, a large and beautiful site for that purpose having been recently purchased.

There has been an increase in the attendance of pupils who reside in this district. As may be seen from the former part of this report, however, many pupils who resided in other districts were formerly taught here; and on that account there has been a decrease in attendance.

Music, Drawing, Gymnastics, as well as a more systematic study of the Constitution of the United States have been introduced into this school during the last two years, with the most satisfactory results. A better understanding between the teacher and parent has been sought by means of a system of reports.

We have reason to believe that progress has been steadily made in the efficiency of this school; of this, however, we prefer that others should judge.

The suggestion is offered that Arithmetic should be the standard of gradation after the pupils have passed through the Primary Department.

The study of Anatomy and Physiology should be added to the course of study for the Grammar Department. Many of our pupils never have the privilege of attending the High School, where instruction in this important branch of science is already provided for, and it is believed that pupils should not leave school without a knowledge of at least some of the most important laws that relate to their physical well being.

The means by which the public schools can be made acceptable to classes of citizens who now think it necessary to support private schools of a grade similar to that of the public schools, should be earnestly sought.

ADDENDUM.—Since writing the foregoing report, the new school building referred to has been contracted for. The cost of the grounds, building and furniture will exceed \$50,000. The Directors of this sub-district intend to place at the disposal of the teachers and pupils of this school all of the appliances of education that a liberal outlay of money will command. It is the intention of the Principal of this school to visit the schools of our principal eastern cities during this school year, and the latest and best means of carrying on the great work of popular education will be adopted by the Board.

The Central Board of Education having adopted a resolution in favor of the teaching of the German Language in the public schools of this city, when a sufficient number of schools shall have applied for the services of a teacher of that language, we ascertained that *nearly all* the pupils of the proper age in this school desire to receive instruction in that branch of learning. As there is a large number of people in

this district who habitually speak the German Language, we are anxiously awaiting the time when the services of a competent teacher of German will be secured for this school.

Dec. 29, 1870.

LIBERTY.—J. P. CAMERON.

GEO. J. LUCKEY, *City Superintendent*:

This district originally formed a part of Peebles township, but more recently a part of Liberty township. After the passage, by the Legislature, (April 6, 1867.) of an act extending the boundaries of the city, and another, (March 31, 1868.) consolidating it for school purposes, Councils passed an ordinance to take effect, June 30, 1868, defining the present boundaries of Liberty District. The boundaries are the same as those of the Twentieth ward.

The first public school house erected within the limits of this district was a brick building about 20 by 30 feet, containing two rooms, built near the Greensburg pike, in the year 1836. The schools taught in these rooms were entirely independent of each other, the pupils being permitted to choose for themselves which school they would attend, and to remove from one to another as their inclinations led them. This house was used for school purposes till 1865, when it was sold, and Beitler's tavern purchased and used as a school house till the latter part of 1868.

The second house was built at Shady Side in 1838, afterwards rebuilt. It is a brick house, containing one room.

There were two frame buildings, containing two rooms each, erected in 1868, and since occupied for school purposes.

There has been a slight decrease in attendance since last year, owing partially to the superior facilities furnished in neighboring districts, and the want of proper facilities in part of our own district.

The want of accommodations equal to those in neighboring districts must have a deleterious effect on our schools. With three buildings located in remote parts of the district, the schools are necessarily poorly graded, and it is impossible to secure that regularity of attendance and efficiency that there would be were our rooms so situated that the schools could be properly graded and classified.



A. Hart & Co. Lith. Publishers.

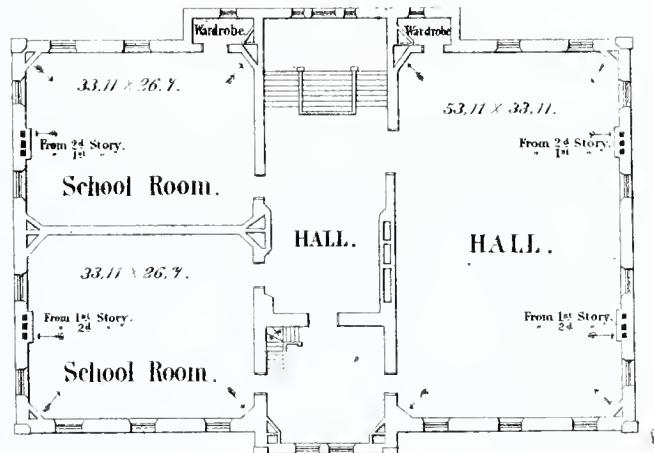
LINCOLN DISTRICT SCHOOLS,

(21ST WARD)

Pittsburgh, Pa.

Bart & Master Builders

Beckett & Lyons Builders.



School Room.

HALL.

HALL.

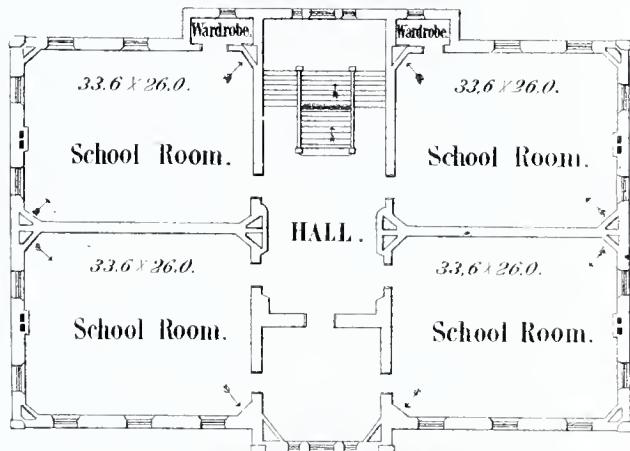
33.11 x 26.7.

From 1st Story.

School Room.

From 1st Story.

THIRD STORY.



School Room.

School Room.

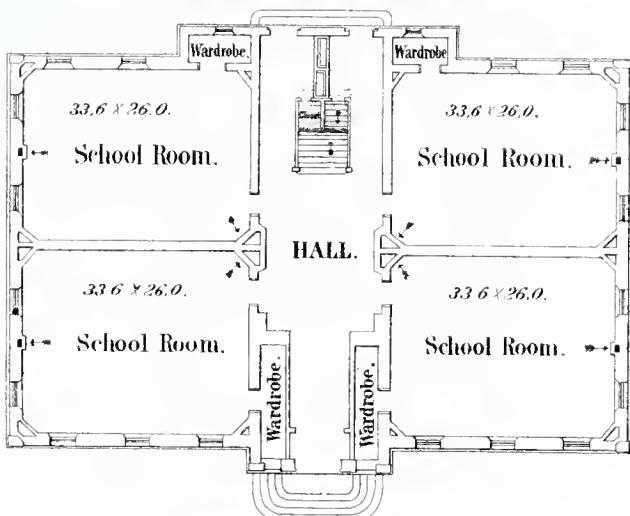
33.6 x 26.0.

School Room.

33.6 x 26.0.

School Room.

SECOND STORY.



School Room.

School Room.

33.6 x 26.0.

School Room.

School Room.

33.6 x 26.0.

FIRST STORY.



LINCOLN.—L. P. GREVES.

GEO. J. LUCKEY. *City Superintendent*:

A short time previous to the consolidation act, that part of the territory of Collins township included in and adjacent to the village of East Liberty was formed into Collins Independent School District; and when the boundaries of the new wards were established after consolidation, one-half of this district was re-united to that portion of the old township adjoining it on the east, the two portions united constituting the Twenty-first ward.

The school buildings found within the ward, as then constructed, were as follows:

No. 1, a temporary frame building of four rooms, erected by the Board of the Independent District, on Liberty street, in East Liberty, and first occupied by the school January 1, 1869, under the supervision of Wm. Joyce, then Principal of the district, with three teachers.

No. 2, a brick building of one room, erected by the Board of Collins township, at Lemington, in the eastern part of the ward.

No. 3. a frame building of one room, also erected by the Board of Collins township, at Riverside, on Negley's Run, near the Allegheny river.

The Board of Independent district had also contracted for and put in course of erection a substantial brick building of ten rooms and hall, located at the junction of Frankstown and Lincoln avenues, within the limits of the ward.

These buildings, with the schools occupying them, came into the hands of the Board of Directors which had been elected by the citizens of the ward, on the first of January, 1869.

The schools, consisting of the three branches at East Liberty, Lemington and Riverside were organized under one head; and the territory embraced within the ward was named *Lincoln Sub-District*, according to Sec. 35 of the city school law, which says that each of the wards of the city shall be a sub-district. &c.

On the twenty-second of June, 1869, the present Principal and five assistant teachers were elected to take charge of the schools for the ensuing year.

The new building on Frankstown avenue having been completed and furnished, was formally dedicated on the fourth day of December, 1869. The dedicatory address was delivered by the Rev. J. S. Hawk, pastor of Westminster Presbyterian Church; short addresses were also made by Rev. Chapman, pastor of the Meth-

odist Church, Prof. Dean, Principal of the High School, and Prof. Luckey, City Superintendent. Notwithstanding the constant falling of rain during the day, the spacious hall was packed to its utmost capacity, thus evincing that the *people* are *awake* and *alive* to the interests of the great cause of popular education, and evidently indicating that in the future the public schools are to be in truth the *popular* schools, and not, as they have too long been regarded by many, the *pauper* schools.

That branch of the schools of the district which had up to this time occupied the temporary building on Liberty street was now transferred to the new building, the branches at Lemington and Riverside, on account of their distances, still remaining in their old places. The effect of this change was most gratifying; pupils already in attendance were more punctual, and manifested a deeper interest in their work, while the increase in attendance rendered two additional teachers at once necessary.

Although the Board had made the rooms as convenient and comfortable as possible, and very liberally supplied them with the most modern and improved furniture, apparatus, and facilities for imparting instruction, it was now the people's time to work; and, apparently recognizing the importance of refining the taste, as well as enlightening the minds of their children, they at once set about the contribution of such

a variety of pictures, flowers and plants, that we were enabled, in a measure, to ornament and beautify every room in the building, thus largely removing that feeling of repulsiveness—that prison-like feeling, which too often attaches to school. This movement was at first by a few tardy ones thought to be an unwarranted innovation, it was such a departure from the *old way*, such a remove from the “*old log school house with slab benches*,” in which *we* delighted to assemble, “*just twenty years ago*.”

But it is with the greatest pleasure that I can testify to its most salutary influences upon the minds of the children. Truant boys, finding school more pleasant than the street, ceased to tax their energies in fitting up stories to deceive their watchful parents and teachers. Boys who were habitually dirty and slovenly, feeling very uncomfortable, were compelled to put themselves in keeping with their surroundings. All were rendered cheerful and happy, and the work of discipline and instruction as a consequence became comparatively easy and pleasant.

Resort to corporal punishment was seldom necessary, only five or six cases having been reported during the year.

As this is my first year in the school, I cannot well compare its efficiency with former years, and yet I feel safe in asserting that the year’s work has been largely a success, and that the field is well prepared for future operations.

MINERSVILLE.—JAMES L. HARRISON.

GEO. J. LUCKEY, *City Superintendent*:

Immediately after the passage, by the Legislature of the State, of the act creating public schools, Pitt township, of which the above district was a part, proceeded to make provision for the establishing of such schools within her boundaries, thus taking rank among the pioneers of public education. The records of the township show that in 1852 there were three public schools existing in it, one in Minersville, one in Oakland and one in a district bearing the uneuphonious name of Goosetown. These original institutions were neither remarkable for their architectural beauty nor their esthetically educative qualities. The average attendance for the same year was 125 pupils. Three teachers were employed—one, the principal, at a salary of \$400 a year and two assistants at a salary of \$200 each. The township being so adjacent to the city was in consequence of the increase in population, and the extension of manufactures, divided and sub-divided, until in 1867 it was finally merged into the city. Of the sub-divisions of the township, Minersville was the most central and exercised a kind of maternal

influence over the others. At the time the first public school was erected in Minersville, the average attendance of pupils did not exceed forty-five, but towards the year 1858, the increase in attendance was so great as to necessitate an increase in school accommodation. In 1859 the School Board with commendable liberality and an educational zeal worthy of imitation, built a commodious building capable of accommodating about 200 pupils. It was then anticipated that the building would be amply sufficient for the future requirements of the district, at least for many years to come, but in this expectation has been disappointed, for notwithstanding that three other rooms have been erected in another section of the district, the school accommodation is not at present sufficient to meet the requirements of the rapidly increasing population.

The educational history of the district has been one of continuous and healthy progress, with special periods of greater or less activity. During the past year the schools have been graded more closely than heretofore, and promotions from one department to another have been preceded by a thorough review of the studies pursued in the grade from which promotions were to be made. Once a month there is a review in outline of all the studies for the month for the purpose of noting progress and determining whether there is a sufficient amount of diligence manifested. The introduction

during the year of Music. Drawing and Gymnastics has been attended with satisfactory results, especially in the primary department, where the monotony and wearisomeness of the school room have by their influence been largely removed, and a greater activity in the discharge of school duties manifested, giving a more pleasant and agreeable aspect to the general appearance of the school. I am happy to report to you that progress has been made during the year by the introduction of better methods of teaching, resulting in a more general intelligence in the primary classes.

The work of the teachers for the year has been characterized by untiring diligence and intelligent efforts, arising from a conscientious devotion to the profession.

MOORHEAD.—JNO. J. TAGGART.

GEO. J. LUCKEY, *City Superintendent*:

Dear Sir:—It was my intention at first of giving you a full and complete history of our sub-district, from its organization down to the present time; but owing to the pressure of local school matters, and my inability to obtain the necessary information, I must make said history as brief and concise as possible.

From what I know personally and can glean from others, I believe the Seventh ward (now Moorhead Sub-District) Board of School Directors organized Jan. 20, 1847, at the residence of H. Dyer, D. D.

The organization resulted as follows: President, H. Dyer; Secretary, Robert Franklin; Treasurer, Geo. Gumbert. The other members of the Board were Jas. Chambers, W. J. Totten and Henry Lytle. Among the pioneers of public instruction in the Seventh ward, I notice the names of John Ford, Geo. W. Layng, Jos. Cust, Wm. M. McCutcheon.

The first business of the Board, after its organization, was to appoint a committee to select a suitable lot for a school house. After several meetings had been held, it was finally concluded to secure a lot on the corner of Green and Linton streets, and to erect thereon a two story brick building of two rooms at a

cost of \$1,447. The building was completed the following year—two teachers were elected, one male to take charge of the boys', and one female teacher to take charge of the girls' department.

The sexes were separated, and the schools poorly graded. No additions were made to or improvements in the house until 1855, when it was deemed necessary to erect four additional rooms, in order to meet the wants of a ward whose population was so rapidly increasing. In 1855, (I will here state that my connection with the school, as Principal, took place in the fall of 1854.) when the "Act Consolidating the Wards of Pittsburgh for Educational Purposes" went into effect, a new impulse was given to educational matters; our number of pupils began to increase so rapidly that the four additional rooms, recently built, were overcrowded. We were obliged to remain in this crowded condition for a few years, when a small one-story building upon an adjacent lot was rented; although ill adapted, it was the best that could be done under the circumstances. "Now comes the winter of our discontent"—two buildings crowded, badly ventilated, or in fact not ventilated at all; pupils became dissatisfied and parents grumbled. This state of things continued for a period of six years. In 1866 our Board declared the building unfit for school purposes, and proceeded forthwith to receive proposals for the erection of a new school building of sufficient capacity to accom-

modate the rapidly increasing wants of a new ward like the Seventh. The building was completed in the fall of 1868, and we organized the schools in the last week of September.

The building is located on the corner of Greenville and Enoch streets, and has a lot frontage on Greenville street of 200 feet, with an average depth of 110 feet. It has a capacity for 1200 pupils, and has been declared by competent judges to be one of the best public school structures in the state.

A visit to it will convince any one of the truthfulness of the above statement. It contains fifteen large and commodious school rooms—six well arranged class rooms 24x21 feet, which can, in case of emergency, be converted into regular school rooms.

There are also six rooms in the basement, one for Directors' meetings, one for election purposes and four for janitor's use. There is one large public hall in the fourth story, 46x86 ft. and eleven side halls throughout the building. The out houses contain sixteen separate apartments. In 1867 many of the adjacent boroughs and townships lying between the Allegheny and Monongahela rivers were consolidated with the city of Pittsburgh, thus creating a very extensive school district and giving another impetus to educational matters. Sub-districts were created independent of ward lines, and required by law to be named instead of numbered as heretofore. At a meeting of the Elev-

enth ward School Board. it was resolved that this sub-district be named "Moorhead." It was so named in respect to Hon. J. K. Moorhead, a gentleman who has ever manifested a lively interest in public instruction. There has been a very great increase in attendance since the organization of our schools, more especially during the last two years. The gradual and rapidly increasing population of our sub-district, together with increased school facilities, are among the chief causes for the increase in our attendance.

Many attend school now, who would not, before the erection of the present building.

During the last two years, Off-hand Drawing and Free Gymnastics were revived in our schools. with very good effect, and I would not hesitate to say that, if these two branches were uniformly carried out in our sub-district schools, they would result in a great and lasting benefit to all concerned. I would not like to see them discontinued or lost by desuetude.

For the past few years there has been a great improvement in the manner of imparting instruction; more so within the past two years, than in former ones. Our teachers are ambitious to excel, and instead of being satisfied with mere questions and answers, they spend a great deal of time in giving oral instruction. and in endeavoring to teach the pupil to think to work for himself, thereby making him a self-reliant being—not a mere parrot-like machine.

I think it would be advantageous to introduce into our sub-district schools, studies for general information—say some simple works on Natural Sciences suited to the capacity of such pupils as fill our Gram-departments.

It is impossible for many of our Grammar pupils to attend the High School, but they could spend a year or two in the sub-district schools and in order to meet the wants of such as these, I think it would be highly beneficial to have an optional course of study introduced, so that when they complete the Grammar course they may take it up, thus giving them, if not a complete, at least an approximate finish.

It affords me great pleasure to state that for two years past, the discipline of our schools has improved very much. Our teachers seldom resort to corporal punishment—in fact, for the last three months a single case has not occurred, and the result is a better state of feeling between teachers and pupils. We have had during the past year frequent visits from directors, parents and friends of public instruction, and in many instances words of encouragement and advice have been given to teachers and pupils; such visits result in good—they are powerful incentives to a faithful discharge of duty on the part of teachers, and to increase application on the part of pupils.

May they continue. All are cordially invited to visit Moorhead schools.



MOORHEAD SCHOOL BUILDING.—11th Ward.

MT. ALBION.—J. H. DEXTER.

GEO. J. LUCKEY, *City Superintendent*:

Dear Sir:—In accordance with your instructions, I have the honor to submit the following report for the year ending June 1, 1870:

Mount Albion Sub-District, formerly a part of Collins township, became a part of the city by the consolidation of 1867, and was soon after constituted the 18th ward. The first School Board, however, was not organized till Feb. 1, 1869. At this time two teachers—one principal and one primary, were engaged in the school, and this continued to be the number employed till April of the present year, when, owing to the steadily increasing attendance, and the great necessity of more perfectly grading the school, application was made to the Central Board for an additional teacher of the medium grade, which was granted. Accordingly, Miss Bradshaw, who had been successfully employed in the primary, was promoted to the medium department, and Miss Shaw, late graduate of the Normal Department of the Central High School, was elected to the primary department. The result is decidedly advantageous to the school.

Drawing, especially on slate and blackboard, has been introduced into the school with good results, some of the scholars displaying considerable genius in that direction. Drawing extensively introduced into the public schools of the country would have an elevating and refining influence on the public mind. Thousands go through life scarcely seeing, much less appreciating the beauty of the grand pictures which nature everywhere spreads out before us. This is seldom, perhaps never, the case with those who have a practical knowledge of drawing. To cultivate a taste for the beautiful and the finer feelings of our nature is no less important than teaching how calculations are made in dollars and cents. I believe that more can be accomplished by the pupil in the study of the ordinary branches if a small portion of the time, say two hours in a week, be devoted to drawing, than can be accomplished without it. The habit of accuracy, so important in all study, is a necessary accompaniment of drawing, and cannot fail to produce its effects in the preparation of other lessons.

In regard to the course of study, permit me to make a single suggestion.

It seems to me that too little attention is paid in Pennsylvania schools to the Geography of our own state. The location of counties, in connection with their county seat, the locality and extent of our great mineral deposits, the most important lines of railroads

and canals, and the causes which led to their construction, are subjects far more important to citizens of Pennsylvania than the location of the islands of the Pacific, or the capes on the coast of Asia. This could be accomplished with the aid of a wall map of the state, accompanied by oral instruction, which would serve as a relaxation from study, and in a short time would familiarize the pupils with what seems to me a very important part of geographical knowledge.

Some attention given to the study of the map of our own city would not be unprofitable. The representation on a map of objects and places with which the children are in some degree familiar, would serve to give a correct idea of the *meaning* of a map.

NORTH.—J. M. LOGAN.

GEO. J. LUCKEY, *City Superintendent*:

In compliance with your request, I herewith submit to you the Annual Report of the North Sub-District, Fourth Ward, Public Schools.

The Fourth ward was the first in the city to avail itself of the provisions of the First School Law, enacted in 1834. In 1835, under the charge of G. F. Gilmore, Esq., five pupils convened in a dilapidated building on the corner of Duquesne way and Irwin street, where the Robinson House now stands, and inaugurated a ward public school.

At first but few parents were inclined to patronize this school, as it was believed by many of the citizens to be fitted only for the educational training of the poorer classes and not worthy the patronage and support of the more wealthy and influential; it, however, soon became more esteemed by the public generally, and the Fourth Ward Schools of to-day are patronized by the most intelligent and wealthy citizens of the ward. In 1838, a new school building was erected on Irwin street, near Penn, and the school removed from the old tavern stand which had been used as a school



NORTH PUBLIC SCHOOLS

(4th WARD)

PRO. V. C. J. H. PITT, PITTSBURGH

house for the past three years, into this new and, in those days, elegant school edifice. This event, and the election to the School Board the same year, of an old citizen, whose modesty restrains the writer from giving his name, gave the school a still greater hold on the public patronage and support. This Director elect, being at that time, as well as now, a warm and zealous friend of our public schools, caused quite a reformation in the management of school affairs and a decided change in the sentiments of School Directors. His first question on taking his seat in the Board was: "Do you, gentlemen, send your own children to the Public School?" and on receiving *no* for an answer, assured them that he could not act in harmony with them so long as they practically opposed the system. Directors' children soon after attended and have continued to do so until now.

Mr. McIlwain succeeded Mr. Gilmore in the management of the schools, who in turn was followed by Mr. Livingston of New York, who continued in charge until 1845. During Mr. Livingston's administration, quite a feeling was excited on the subject of Bible reading in the schools, seventy pupils leaving the schools in one day, after the announcement by the Principal, Mr. L., that each pupil must read daily from King James' version of the Bible. Harmony was soon restored, however, when the above compulsory edict was revoked and each one allowed to use his own discre-

tion in the matter, and soon all or nearly so read their morning lesson from the Scriptures.

In 1848, the present school building on the corner of Penn street and Cecil alley was erected, the other having been destroyed by fire, and is now, after having been repaired and re-modeled to some extent, one of the neatest and most comfortable school edifices in the city.

Mr. Livingston was succeeded by Mr. Lucius Osgood, who was followed by Mr. W. W. Dickson, who remained but a few months, having been elected to a position in the High School.

In 1855, Prof. Jas. R. Newell was elected to fill the vacancy caused by Mr. Dickson's resignation, and continued in charge of the school for eight years, when he resigned the Principalship of the public school for that of a select one. Mr. Newell's administration was one of the most successful in the history of the school. Mr. J. R. Titzel was elected in 1863 and remained for three years, when the present incumbent was elected his successor.

From the origin of the school in 1835 up till 1855, the attendance steadily increased; but since 1855 has gradually decreased in consequence of large numbers of dwellings having been converted into business houses, and the population of the ward necessarily decreasing. The present enrollment is about four hundred.

No new branches of study have been introduced re-

cently unless Vocal Music and Gymnastics as now taught may be so termed.

The increased efficiency of our schools is mainly the result of their increased popularity with the appreciative citizens of the ward, the able management of an efficient City Superintendent, the liberal support and hearty co-operation of an intelligent and progressive Board of Directors and the energetic faithfulness of an able corps of lady teachers.

Respectfully submitted,

J. M. LOGAN.

OAKLAND.—JOSEPH. P. ANDREWS.

GEO. J. LUCKEY, *City Superintendent*:

In compliance with your circular of May 14, 1869, soliciting a report of the schools of our district, I respectfully submit the following:

EARLY HISTORY.

The Oakland School was graded during the year 1854, it being at that time one of two schools of Pitt township. It was located on the Braddock's Field plank road, and known as the Soho School. There were enrolled at that time about fifty pupils. The population rapidly increasing, the school accommodations were soon found to be inadequate to the wants of the district. Accordingly in 1856 a lot was purchased from Jas. S. Craft, for \$2,250, and the house we now occupy erected thereon at a cost of \$3,170. This house contains two large school rooms with a basement story, which was soon fitted up and used as a school room. We formed part of Pitt township till 1867, when the township was divided, forming Oakland and Pitt. After the re-organization necessary from this division many of our citizens who had for-



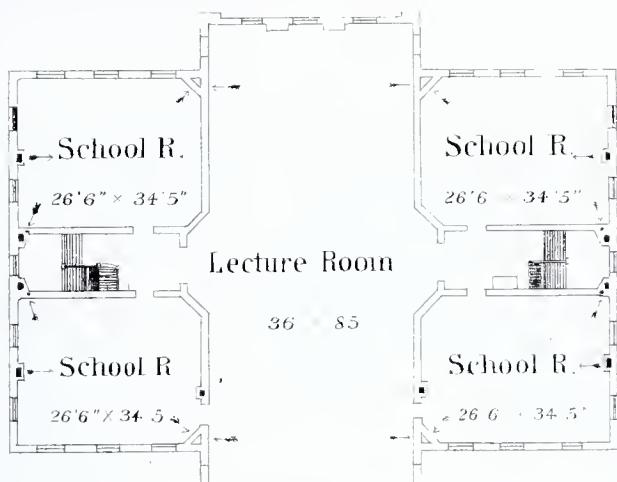
Bart & Moser, Architects

OAKLAND DISTRICT PUBLIC SCHOOLS

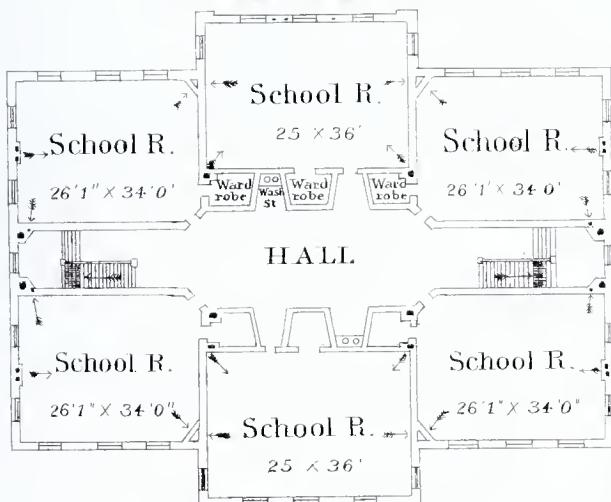
(14th WARD)

SOHO SCHOOL HOUSE, 5th AVENUE NEAR BRADY ST.

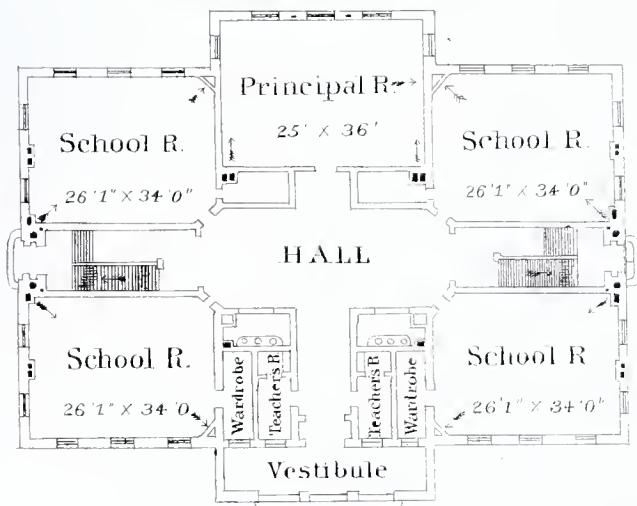
Z. W. Otto Krebs, Pittsburgh



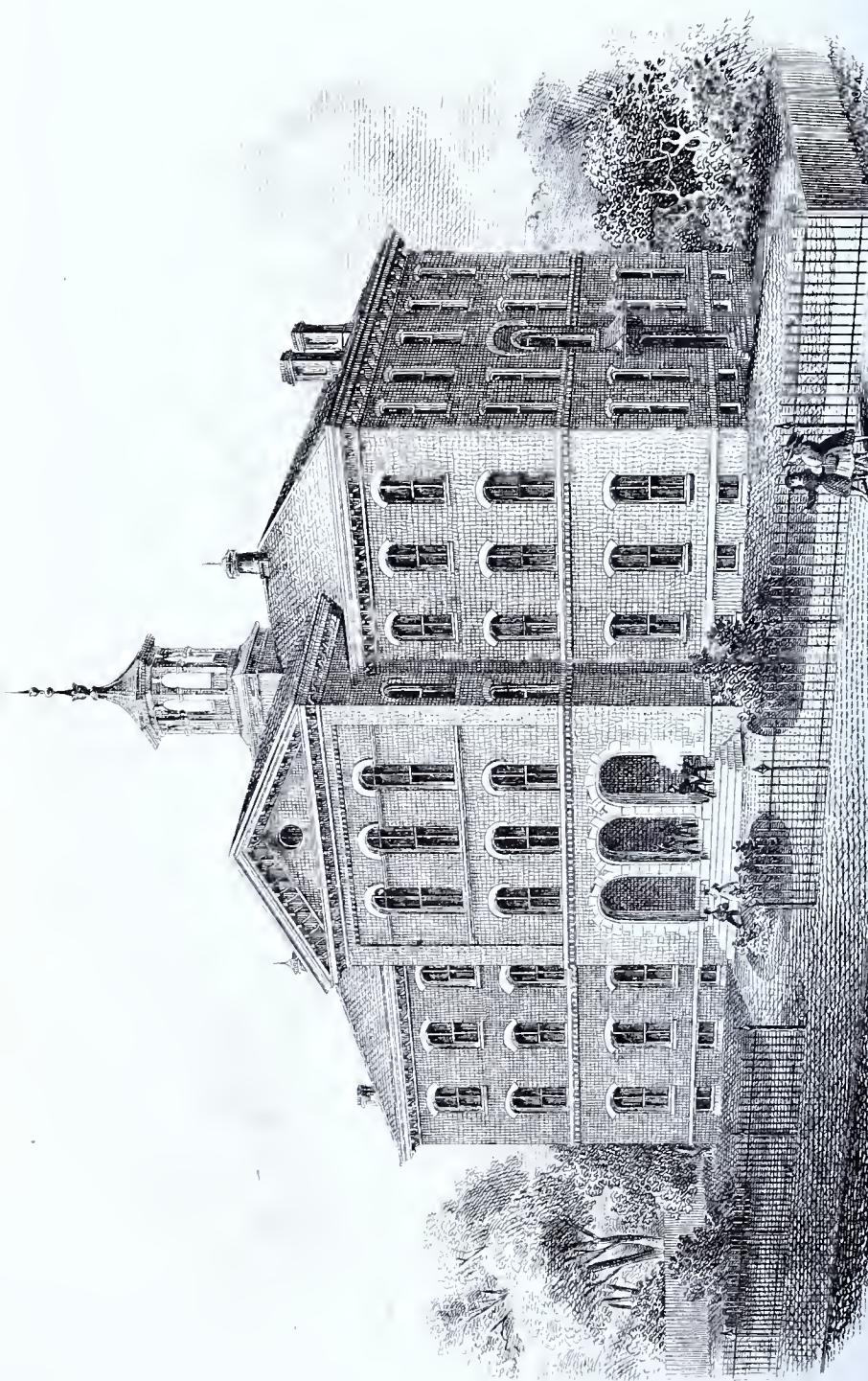
THIRD STORY



SECOND STORY



FIRST STORY

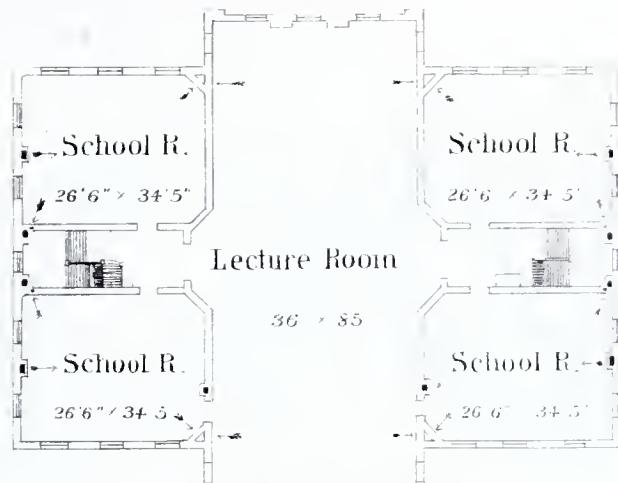


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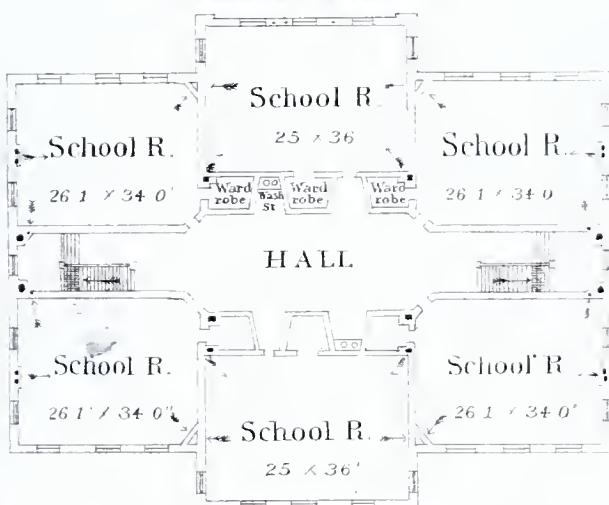
OAKLAND DISTRICT PUBLIC SCHOOLS

(14th WARD)

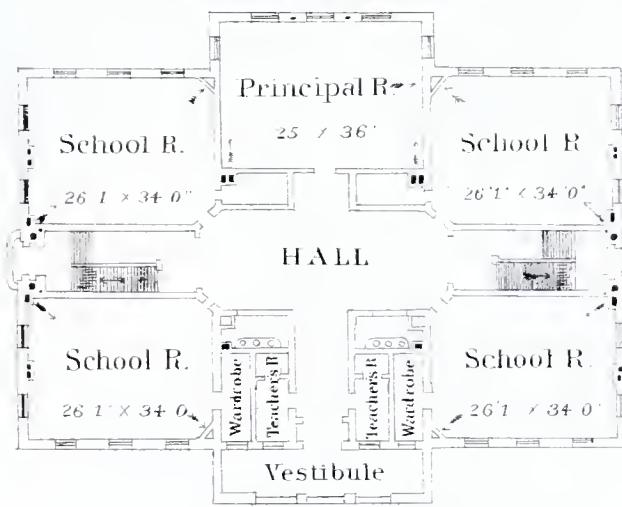
BELLEFIELD SCHOOL HOUSE, 5th AVENUE COR. CROGHAN ST.



THIRD STORY



SECOND STORY



FIRST STORY

merly given their influence to private institutions of learning, willingly and cheerfully support the public schools.

We remained but one year at Oakland township, when in 1868 we were consolidated with the city of Pittsburgh, forming the Fourteenth ward and Oakland Sub-District. Since the gradation of our schools the following persons have acted as Principals:

James Riddle.....	July, 1854 to April, 1857.
J. B. Gilford,.....	April, 1857 to Jan. 1858.
J. M. Forner,.....	Jan. 1858 to July, 1860.
G. R. Cochran.....	July, 1860. to July, 1861.
D. L. Skinner.....	July, 1861, to July, 1863.
W. T. Moorhead.....	July, 1863. to Jan. 1867.
J. P. Andrews.....	Jan. 1867. to ——

INCREASE OF ATTENDANCE.

The attendance of our school has increased to five hundred in 1870. This term we would have had an attendance of over six hundred, had not a Catholic school been established in our ward, which drew about one hundred of that faith from us.

There being much property in our ward not yet improved, insures a much larger population in the future than at present.

NEW BRANCHES OF STUDY.

During the past year I introduced the study of Civil Government, and it has proved not only interesting but very profitable.

Two years ago our Board of Directors, acting with the City Superintendent, established a Training school in rooms 1 and 2 of our primary department. This Training system being an entirely new feature here, the first established in Pennsylvania, met with some opposition; it has, however, greatly overcome this, and with a few improvements, which will be made in the way of securing a more harmonious action with the High School, I think it will prove the wisest economy to have a Training department in every school. We introduced Bartholomew's System Drawing last session, but can speak of no gratifying results; perhaps not enough time was devoted to it.

I can cheerfully testify to the universal approbation which the introduction of Vocal Music has received in our district. It has created an increased interest in school duties and added largely to the benefits and pleasures of school life.

EFFICIENCY.

As regards the efficiency of our school compared with former years, I have only to say that the greater experience of our teachers, their increased enthusiasm supported by a Board of earnest Directors, render our school more effective than formerly. In conclusion, I would state that we have in course of erection, two of as fine, if not the finest, school buildings in the western part of the state. We expect to have them fully completed by April next.



B. Singery Lith. Pittsbg.

OHARA DISTRICT PUBLIC SCHOOLS

(12th WARD.)

Cor. Smallman & 25th Streets, PITTSBURGH.

O'HARA.—H. G. SQUIRES.

GEO. J. LUCKEY, *City Superintendent*:

Sir:—In compliance with your circular letter, I submit the following report of the O'Hara Public School.

This district was admitted as the Ninth ward of the city in December, 1846. Prior to this it was a part of Pitt township, and a public school was held in a small house about one square east of the present O'Hara School House, and near the corner of Twenty-sixth and Smallman streets.

The first Ninth ward Board of School Directors entered upon the duties of their office in January, 1847, and immediately purchased a lot 24 by 100 feet on the corner of Twenty-fifth and Smallman streets, where the school house of this district now stands. A house of four rooms was built, and in March, 1848, a public school was opened in it under the direction of L. T. Covell, Principal. This building proved to be, not only too small, but quite insecure, on account of the weakness of the walls; and in 1855, several additions to the size of the lot having been made, this house was taken down and the present school house erected. Before undertaking this enterprise, the Di-

rectors weighed and discussed the present and prospective demands of the ward as fully as possible, and then determined upon the erection of a house of ten rooms and an audience hall. Laboring faithfully and gratuitously for the public good, the Directors hoped to meet public approbation, but instead of this, the cry of extravagance was raised, the motives of the Directors impugned, and a great deal of unpleasant discussion indulged in. But in the face of all this opposition, the Directors pressed onward and completed the building, trusting that the future would demonstrate the wisdom of their action; and their hopes have been fully realized; for after dividing and seating the hall, the school house was not large enough to seat the ordinary attendance of scholars. This evil was partially remedied by renting and furnishing a room in Trinity M. E. Church.

When the wards of the city were re-numbered in 1868, the Ninth became the Twelfth ward; and in 1869, the Central Board, at the suggestion of the Local Board, named it the O'Hara Sub-District, after one of the original owners of the land of the ward.

In January, 1870, the Directors purchased two more lots of ground and prepared for enlarging the building so as to provide eighteen well lighted, well ventilated and convenient school rooms, together with a large audience hall. About this time, however, a number of citizens petitioned the Central Board to divide the O'Hara District into two school districts, and after a

good deal of discussion the prayer of the petitioners was granted. As there was no longer any necessity for enlarging the school house, the Directors with commendable zeal turned their attention to improving it; and the following improvements will be made during the next vacation:

First. New Slate Roof with ornamental Cornice and Belfry.

Second. Third story to be altered so as to make a hall 73 by 33 feet with two good stairways to it.

Third. Inside Shutters throughout.

Fourth. New Yellow-pine Floors.

Fifth. Painting the Building inside and outside.

Sixth. Paving and Fencing the recently purchased ground.

The following table exhibits the names of the School Directors of the O'Hara District from the organization of the ward, and the year when each entered upon the duties of his office :

Christopher Reynolds,.....	1847	James Littell,.....	1853
Levi G. Berger,.....	1847	Hugh McKelvy,.....	1854
John Normine,.....	1847	P. H. Corbit,.....	1855
David McKee,.....	1847	William Varnum,.....	1855
Thomas Rosewell, Senior.....	1847	Hugh Hammond,.....	1856
George McCandless,.....	1847	James M. Snyder,.....	1859
Matthew Edwards,.....	1848	John Welsh,.....	1861
George Dobbs,.....	1848	J. S. Mller,.....	1861
James McCune,.....	1849	C. A. Nauman,.....	1863
Thomas Simpson,.....	1849	Robert M. Reed,.....	1864
John Herron,.....	1850	W. W. Young,.....	1864
Thomas Howell,.....	1850	Jacob Focer,.....	1866
John Harrison,.....	1851	James C. Rayburn,.....	1866

John Lightner,.....	1851	J. B. Nobbs,.....	1869
Thomas Stanger,.....	1851	William Johnston,.....	1869
Warren Billings,	1852	G. A. Mundorff,.....	1870
John Brown,.....	1852	J. H. Irwin,.....	1870
J. H. Nobbs,.....	1853	Robert Liddell,.....	1870
Allen Dunn,.....	1853	David McClelland,.....	1870

The district has been represented in the Central Board of Education by the following gentlemen:

William Varnum, from February 29, 1855 to March 11, 1862.

John Harrison, " April 8, 1862 " February 9, 1864.

James Littell, " March 8, 1864, " February 14, 1865.

J. H. Nobbs, " February 14, 1865.

The following table shows the names of all the Principals from the organization of the ward, and the year when each began:

L. T. Covell,.....	March, 1848	T. F. Lehmann,.....	1857
B. M. Kerr,.....	October, 1848	James M. Pryor,.....	1859
Charles White,.....	1850	T. N. Forner,.....	1860
John J. Wolcott,.....	1851	William Bogle,.....	1865
W. W. Reddick,.....	1854	Henry G. Squires,.....	1866
V. L. Conrad,.....	1853		

There has been a slight decrease in the attendance at the school this year, owing principally to the opening of schools in the Howard District, affording accomodations to a number of scholars who had been allowed to attend the O'Hara School.

Drawing was introduced into this school in September, 1869, and it has been pursued with the same thoroughness and regularity as penmanship; and the result is very gratifying. In five of the upper rooms

the improvement was not only very satisfactory, but it was general; while in the lower rooms a smaller number made satisfactory progress.

Writing on slates was systematically and thoroughly taught in Nos. 2, 3, 4 and 5 with very good results. There is no longer any room to doubt that children from six to eight years of age can learn to write with about the same facility that they will learn any other branch of common school education; and as so many leave school to work in our manufacturing establishments at a very early age, it is exceedingly important that this art be taught early.

Gymnastics were taught and practiced in all the rooms, except that when the weather would admit of it, this exercise was in the yard after the regular recess, instead of the school rooms. This we believe to be an improvement. It needs no argument to convince any one, that if Gymnastics are good in the school room, they are better in the open air.

As compared with former years the instruction is more systematic and thorough, especially is this true of the primary rooms. But all the grades are in excellent condition. I can speak more confidently on this point on account of my frequent examination of the classes. Whenever any one subject is completed or a portion of the Reader or Speller satisfactorily learned, the teacher reports the class to me, and I examine the scholars, marking the result in a register. These mark-

ings, besides stimulating both scholars and teacher, serve as the safest possible guide for promotion. These examinations enable me to know whether the instruction is thorough, and the improvement uniform and rapid; and in justice to our teachers it should be said that they have done their work in a manner worthy of their high vocation. The subjects most noticeable on account of the excellent management of the teachers, are Reading, Phonetec and Letter Spelling, Tables, Notation, Writing on slates and in copy book, Accuracy of all calculations, and Neatness of all work done on slate, blackboard or paper.

PEEBLES—F. PHILLIPS.

GEO. J. LUCKEY, *City Superintendent*:

The Peebles Sub-District School, as at present organized, has been in operation but one year. Owing partially to this fact and partially to the fact that the people have not yet had time to provide accommodation for the additional number of pupils expected in such cases, the increase in attendance, as compared with last year and former years, is small. The present condition of our schools with respect to efficiency, will compare favorably with that of former years. It is probably not best to make any very material change in the grades or course of study just now.

During the past year no pupils have been prepared for the High School, for the reason that the Principal's attention and time have been occupied in great part, with intermediate scholars, (he having charge of a room). Next year, however, an effort will be made to send a respectable class to the annual examination. There is plenty of material in our district for such a class, but, for reasons above mentioned, parents have been obliged heretofore to send to other districts which afforded superior advantages in the way of room grades,

&c. Our Local Board are now making preparations for building, and we will soon be in a position to present as many attractions to scholars as are usually found in the sub-district schools of the city.

RALSTON.—ANDREW BURTT.

GEO. J. LUCKEY, *City Superintendent*:

The Public Schools of the Ralston Sub-District, formerly the Fifth ward, were first opened in the year 1837; rooms were rented and four teachers employed. It was soon found that four teachers were not sufficient for the number of pupils in attendance, and some of the older pupils were employed as pupil-teachers, and allowed a small compensation; and thus the schools were conducted on a very cheap and a very poor plan until the year 1842, when more teachers were employed, and the pupil-teacher system abandoned, and the schools partially graded. About the same time the schools were moved from the rented rooms into two new school buildings which had been erected, one on Liberty street and the other on Pike street. From this time their efficiency and popularity increased. In the year 1849, the system was further improved by the establishment of a higher department called a High School, and by grading more carefully the schools generally.

No other important changes were made until the passage of the law consolidating the wards of the city

for school purposes, which occurred in the year 1855. The schools were then graded according to the plan adopted by the Central Board of Education for all the schools of the city, and a Principal was elected, having the supervision of all the schools of the ward. Previously to this time the head teacher had simply charge of the High School.

In September, 1861, the schools were opened in the new and commodious school house on the corner of Penn and Fifteenth streets, which they now occupy.

This sub-district, which now includes the new Ninth and Tenth wards, is called the Ralston, in honor of Mr. John H. Ralston, a highly esteemed citizen, who was for a long time a very efficient School Director of the district.

ATTENDANCE.

The most numerous attendance at the schools of this sub-district was during the year 1861, since which time there has been a decrease of about twelve per cent. This has resulted mainly from two causes, the removal of dwellings to make room for manufactories, warehouses, stores, &c., and the efforts made to sustain sectarian schools. The average attendance this year is somewhat greater than that of last year.

NEW BRANCHES AND NEW METHODS.

Two branches, Drawing and Gymnastics, were in-

troduced into the school within the last two years. In eight rooms the pupils draw on slates and blackboard, mostly copying pictures ; and the ability attained in this respect in a short time is surprising. In the six highest rooms Bartholomew's Drawing Books are used, and the result is very satisfactory. Gymnastics is practised occasionally in all the rooms as a relaxation.

In teaching Reading in the primary schools, the method has been introduced of requiring the pupils, before reading the lesson, to pronounce the words, in inverse order, until they can pronounce them readily, and we have found the plan to be a very good one, as it tends to prevent the hesitation and indistinctness which are so common in the reading of primary classes.

EFFICIENCY.

The general efficiency of the school has much increased during the last two years. The improvement is most observable in the primary department. The higher departments had been so well managed previously that in them, there was not so much opportunity to do better. The supervision of the City Superintendent has been very beneficial and his just award of praise or blame has done much to stimulate the teachers to successful exertion.

SOUTH.—JAS. M. PRYOR.

GEO. J. LUCKEY, *City Superintendent*:

I acknowledge the receipt of your circular of the 10th of May last. In reply, I desire to say, that my time has been so taken up in the discharge of legitimate duties, consequent upon the close of the school year, that two days only of the session remained ere leisure occurred, to respond to this new requisition. I then, taking a survey of the labor to be performed, as indicated by the circular, concluded, that to be in season, I could not reply to all the inquiries contained in the circular. Hence my purpose is to be brief.

To give but a succinct history of the school would force me to go abroad in pursuit of the necessary information. I find that there are no statistics or records in the possession of the Board, dating farther back than the year 1849, from which such information could be obtained. There is, however, in possession of the Board, a catalogue, containing the names of School Directors chosen for every year since 1835. This fact of itself is sufficient proof that the citizens of the Second ward were among the first to adopt the public school system. I believe that the school was

at first organized under the Principalship of James B. D. Meeds, and that he held the position during the period of some thirty years, resigning the position in the fall of 1865. He was succeeded by Mr. Isaac A. McCrum, as Principal. Mr. McCrum continued Principal until July, 1868, when he severed his connection with the school by resignation. In August of the same year, the Principal now in charge was elected his successor. There are but few schools in the land that can boast of the fact, that during the long period of 35 years, their educational management has been confided to but three men. It appears from the monthly reports and other documents of my predecessors, that the school rapidly and constantly grew in public esteem, and greatly increased in numbers, culminating in 1861 with an enrollment of 486 pupils. Since that time, however, the school has been undergoing a constant annual contraction in the enrollment. It is evident, also, that the same causes which have produced this effect, will continue to act at a slow rate for many years to come. The old wards of the city have already attained to their maximum density of population. The demand for business extension and the increased value of real estate have forced population to the circumference of the city.

The result will be a constant diminution in the enrollment in those wards. If, therefore, the Central Board of Education follows up the policy now inaugu-

rated, (and how it can do otherwise is not apparent,) this centrifugal tendency of the old wards will compel it to repeat the process of excision, so frequently, as greatly to annoy and to disturb the practical workings of those schools. In the year 1865, the annual enrollment was 425 pupils. In 1870, it was 368. As to the causes in operation to produce this diminution in the enrollment, several may be assigned, which are, of themselves, quite sufficient.

First. A large number of the citizens are old and permanent residents of the district, whose children have grown up to adult age, and are no longer found in the school.

Second. Much of the territory formerly occupied by places of habitation has been given up to be used for other purposes, thus causing an actual diminution of the population of the ward. There are other causes of less note that might be mentioned, as, for instance, the presence in our ward of several leading private schools of good character, such as, the "Western University," "Bowman Institute," and Mr. "Bingham's Young Ladies' Seminary."

There has been, as it appears, no change for many years past in the status of school studies. The same branches are taught here as are taught in other schools of the city of a co-ordinate grade. The branches taught are, Orthography, Reading Penmanship, Vocal Music, Drawing, Geography, English Grammar, Algebra and

United States History. These, without expansion or limitation, have constituted the duties of pupils of this school for the past ten years.

As to the efficiency of this school now, as compared with former years, I do not feel myself competent to judge, not knowing how efficient the school has been.

If, however, I am to answer this question, without making any comparison, I will say that it is not. Up to 1854, the ward schools pretended, at least, to do all that is now being done in them, and in the High School. Previous to that period, I judge, from my knowledge of other schools of the city, it was more efficient. But on the other hand, if I am to understand by "efficiency," whether it, in its limited capacity does its work better, I answer, it most assuredly does. In the creation of a Central High School, ward school duties have been greatly abridged. The consequence is, the duties remaining can be performed more satisfactorily. From this cause also, primary education received a new impulse. Taking the latter to be what is intended, I think the school much more efficient now than formerly. I think, that in some respects, this school excels. Among its most noted excellences are:

First. Punctuality and regularity on the part of teachers.

Second. Attention on the part of pupils to neatness and cleanliness.

Third. Quiet and orderly condition about the school buildings at all times.

Fourth. Systematic and uniform discipline.

Fifth. Industrious habits of pupils.

Sixth. Mode of instruction well calculated to instill habits of correct thought and self-reliance.

Seventh. The deep moral tone, everywhere apparent in the school.

Lastly. Perfect obedience on the part of pupils to every command and requirement of the teachers.

These, then, are the distinguishing characteristics of this school, and the possession of these has tended greatly to endear it with the citizens of the district, as well as greatly to enhance the value of the education imparted. But the length to which this report has already attained, admonishes me that I am transcending the prescribed limit. I shall therefore bring it to a close, hoping that on some future occasion I may have the opportunity of discussing, at length, the only remaining article.

WASHINGTON.—R. H. KELLY.

GEO. J. LUCKEY, *City Superintendent*:

Dear Sir: The Washington School district was formed from a portion of the borough of Lawrenceville, which, previous to its incorporation with the city, comprised two wards, and the schools of both wards were regulated by one Board of Directors. The buildings were small and scattered in different localities through the wards, and by no means adapted for the comfort and accommodation of the pupils.

The Board, with commendable forecast and liberality, secured a lot on Fortieth street, 155x160, and proceeded to erect one large and first class building for the accomodation of the pupils of both wards.

The contract was awarded to Messrs. McKee & Douglas and the work commenced, but shortly after, and while the building was in course of erection, the territorial lines of the new wards were determined by the City Council, which placed the new building within the limits of the Seventeenth ward.

By decision of the State Superintendent, the old Board, comprised of Messrs. T. B. Stewart, John Moore, William Smith, Jacob Weidler, Charles De

Knight, and John Kahlthaler, was dissolved and a new one elected in each of the new wards.

The new Board was constituted as follows:

Thomas B. Stewart, Joseph Mitchell, William Baily, Charles North, Thomas Collins and George W. Gardner, having the following officers:

President, T. B. Stewart; Secretary, Joseph Mitchell; Central Board Representative, Joseph Mitchell.

Under the administration of the new Board, the building was rapidly pushed forward to completion, and furnished throughout with modern and improved furniture.

The Washington school building contains two capacious school rooms, 26x32, an office, 10x16, and one large hall, 95x32—all the rooms are well lighted, ventilated and supplied with abundance of blackboard, furnished by the Eureka Slating Company. The convenience and surroundings of this building, I think, are unequalled by any in the city—but unfortunately, the location is not central, being on the extreme western line. The school was organized as the Washington School in March 1869, and commenced April 12, with the following corps of teachers:

R. H. Kelly, Principal; Miss C. Nixon, Grammar department; Misses N. D. Black, Annie De Knight, Medium department; Misses Ida Haller, Ella Hanna, Anna Frethy, Nannie Kauffman, Lizzie Metcalf, Primary department.



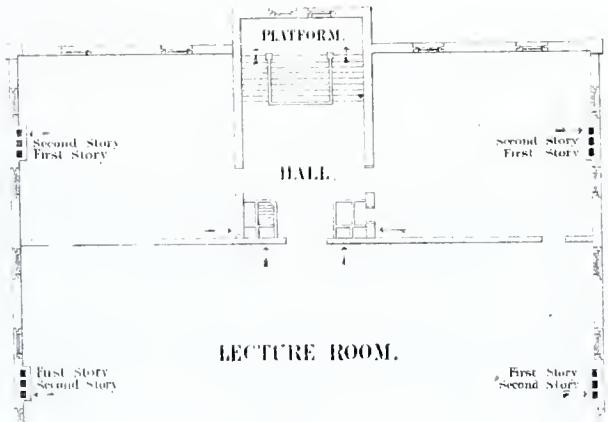
115 feet & 7 inches 2 stories

Patent Office Registered

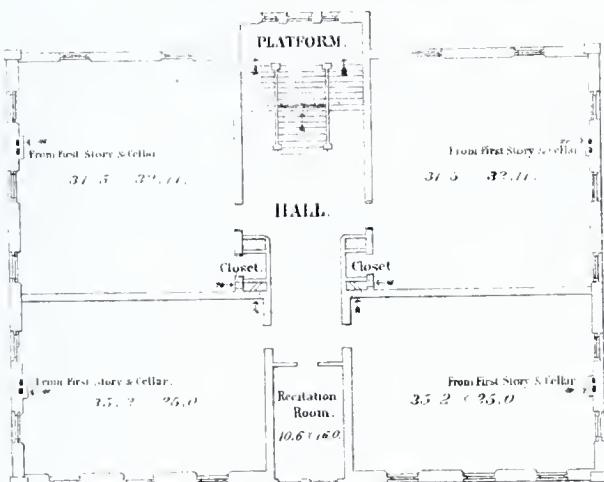
WASHINGTON SCHOOLS.

115 feet & 7 inches 2 stories
CH 9 Street, Pittsburgh.

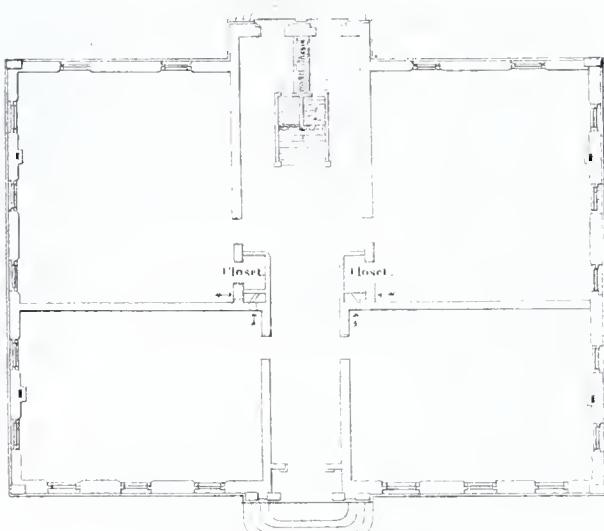
A. Hart & Co Lith. Pittsburgh.



THIRD STORY.



SECOND STORY.



FIRST STORY.

The attendance during the first month was so great as to justify the Board in asking for three additional teachers, two Primary and one Grammar.

The number of pupils in attendance has been steadily increasing during the past year, and now, at the commencement of our second school year, the demand for additional educational facilities has become so urgent that the Board has contracted for and will soon have an additional building of four rooms in Hatfield. Two rooms, 36x24, and two, 30x24, and fourteen feet clear in height—this building is so arranged that additions can be easily made without injuring either its convenience or symmetry.

Drawing was introduced into the school during the year. In rooms 1, 2, 3 and 4, the cards and slates were used with weekly exercises on the blackboard, and in rooms 5, 6, 7, 8, 9 and 10, Bartholomew's Drawing books were used with marked success, and I think, with profit to the pupils.

The study of the Constitution of the United States and analysis of Civil Government were introduced into the Grammar departments during the latter half of the year, and I am pleased to say my most sanguine expectations have been fully realized.

Gymnastics were practiced in all the rooms daily from five to ten minutes, and when the weather would permit, it was incorporated with the recess in the yard; marching by slow, quick and double-quick time, facing, filing, and various military movements were

practiced, and I am confident the short time devoted to this exercise daily, will prove vastly beneficial in the physical development of our pupils.

I may add in connection with this, that each pupil is carefully observed and criticised in his manner of standing, sitting or walking.

In regard to the efficiency of the Washington School as compared with the former two years, I would answer affirmatively. The school in its present organization will accomplish more in one year than it would in five under the old. This may be accounted for by a variety of causes, a few of which I may mention.

First. Better accommodations.

Second. Increased facilities, both for teaching and learning.

Third. A better system of grades and regular promotions.

Fourth. An increase of zeal and energy, on the part of both teachers and pupils.

Fifth. The interest manifested, and the wise provision made by an energetic Board of School Directors.

These few points, in connection with the *esprit du corps* pervading the entire departments, justify me in answering the last question affirmatively.

But that I may not transcend the space allotted to me in this report, I will close, expressing the hope that the Washington School will be much more efficient in the coming year than in the past.

In the following Tables will be found, in detail, all the information of importance, on educational matters, collected at this office during the year:

T A B L E A ,

Showing the Average Monthly Enrollment, and Average Daily Attendance in the different Departments.

PRIMARY.	AVERAGE MONTHLY ENROLLMENT.			AVERAGE DAILY ATTENDANCE.			TOTAL ENROLLMENT.	TOTAL AVERAGE.
	PRIMARY.	MEDIUM.	GRAMMAR.	PRIMARY.	MEDIUM.	GRAMMAR.		
Colfax,.....	50	36	15	35	28	13	101	76
Duquesne.....	175	119	76	143	99	71	370	313
Forbes,.....	463	218	132	376	190	124	833	690
Franklin,.....	448	182	192	373	147	165	822	685
Grant,.....	346	162	105	290	140	92	613	522
Highland,.....	160	79	31	134	62	29	270	225
Howard,.....	128	102		126	95		230	221
Lawrence,.....	180	63	50	140	52	44	293	236
Liberty,.....	120	41	20	98	38	15	181	151
Lincoln,.....	200	54	63	169	47	56	317	272
Minersville,.....	171	94	47	134	83	43	312	260
Moorhead,.....	347	135	78	295	118	66	560	479
Mount Albion,.....	45	18	15	38	14	13	78	65
North,.....	164	95	86	157	77	76	345	310
Oakland,.....	249	118	86	212	104	71	453	387
O'Hara,.....	400	163	93	348	133	81	656	562
Peebles,.....	100	42	28	70	24	14	170	108
Ralston,.....	390	116	146	325	94	130	652	549
South,.....	194	73	78	159	58	67	345	284
Washington,.....	449	71	90	374	61	79	610	514
High School,.....							377	337
Colored,.....	128	40		90	38		168	128
	4907	2021	1451	4086	1702	1249	8375	7374

TABLE B,

Showing the Number of Pupils entered during the year, and the Average Monthly Enrollment, and the Average Daily Attendance, together with the Number of Teachers employed, and the Number of Pupils per Teacher, (estimated on the Average Daily Attendance,) the Cost per Pupil, &c.

DISTRICTS.	Number of pupils entered on the rolls during the year.	Average monthly enrollment.	Average daily attendance.	Number of Teachers, including the Principals estimated on the Average Attendance.	Number of Pupils per Teacher, not including the Principals estimated on the Average Attendance.	Am't paid for teaching, including pay for night teaching school	Am't paid for teaching, not including pay for night	Cost per pupil, estimated on the Number entered.	Cost per pupil, estimated on the Number mated on the Average Daily Attendance.	Cost per pupil, estimated on the Number mated on the Average Daily Attendance.	Cost per pupil, estimated on the Number mated on the Average Daily Attendance.	Cost per pupil, estimated on the Number mated on the Average Daily Attendance.
Coffax,.....	156	101	76	3	38	\$ 2,212 50	\$ 2,062 50	\$ 13 23	\$ 20 42	\$ 27 14	\$ 4,295 96	\$ 2,128 49
Duquesne,.....	570	370	297	9	33	6,550 50	6,430 50	11 28	11 38	12 66	21 66	15 96
Robes,.....	1,203	833	690	19	36	11,336 32	11,012 50	9 15	13 22	15 67	16 41	4,940 18
Franklin,.....	1,146	822	685	19	38	11,407 32	11,241 16	9 81	13 67	15 51	18 22	3,125 50
Grant,.....	1,094	613	622	16	33	9,298 00	8,878 00	8 70	15 41	13 41	13 95	3,748 47
Howard,.....	469	230	221	6	44	3,255 00	3,085 00	6 58	8 00	6 00	6 00	60,951 88
Highland,.....	323	270	255	7	37	4,505 50	4,355 50	13 00	16 13	16 35	16 35	36,021 31
Lawrence,.....	457	236	236	8	33	5,357 04	5,165 50	11 30	17 66	21 88	21 88	1,760 55
Liberty,.....	269	181	151	6	30	3,636 50	3,636 50	13 52	20 09	24 08	24 08	2,560 00
Lincoln,.....	450	317	272	7	45	4,746 65	4,740 50	10 53	14 93	17 43	17 43	18,309 39
Minersville,.....	457	312	290	7	43	4,865 50	4,705 50	10 30	13 08	18 27	18 27	2,429 02
Moorehead,.....	763	560	479	13	40	7,810 69	7,528 00	9 87	13 44	15 72	15 72	8,605 12
Mount Albion,.....	125	78	65	3	32	1,796 30	1,734 00	13 87	22 23	26 68	26 68	536 37
North,.....	545	310	8	41	31	5,315 50	5,145 50	9 94	15 70	17 47	17 47	1,974 65
Oakland,.....	603	453	387	10	13	6,463 52	6,203 90	10 29	13 70	16 03	16 03	4,131 12
O'Hara,.....	833	656	512	15	40	8,255 50	8,030 50	9 41	12 24	14 29	14 29	11,021 02
Peebles,.....	200	170	108	4	36	3,109 35	3,005 50	15 02	17 68	27 83	27 83	1,061 23
Ralston,.....	898	652	549	16	37	9,744 15	9,398 00	10 47	14 41	18 21	18 21	8,224 57
South,.....	486	345	284	9	35	6,204 39	6,079 77	12 51	17 62	21 41	21 41	2,272 04
Washington,.....	856	610	514	13	43	7,514 14	7,168 00	8 37	11 75	13 94	13 94	5,326 80
High,.....	637	377	337	11	34	12,739 00	12,759 00	20 03	33 81	37 86	37 86	33,331 12
Colored,.....	289	168	128	4	42	2,639 73	2,489 73	8 61	14 81	19 45	19 45	1,176 04
Deaf and Dumb,.....	22	19	16	2	8	900 00	900 00	40 91	47 37	56 25	56 25	41 24
General expenses												
Total,.....	12,883		8,775		215							
						\$ 38	\$ 140,153 10	\$ 136,925 06	\$ 10 56	\$ 15 50	\$ 18 45	\$ 254,644 59

*\$429.67 of refunded taxes is included in this sum.

Giving the Names of Superintendents of Schools, for Pennsylvania, Allegheny County and the City of Pittsburgh.

TABLE C,

NAME.	APPPOINTMENT.	COUNTY.		CITY.	
		NAME.	APPPOINTMENT.	NAME.	APPPOINTMENT.
James Findley,.....	1835	James M. Pryor,†.....	1854	Geo. J. Luckey,.....	1868
Thomas H. Burrowes,.....	1836	B. M. Kern,.....	1854		
Francis R. Shrank,.....	1839	C. W. Quick,.....	1857		
A. V. Parsons,.....	1842	A. E. Douthett,.....	1860		
Charles McChare,.....	1843				
Jesse Miller,.....	1846				
Townsend Haines,.....	1849				
A. L. Russell,.....	1851				
F. W. Hughes,.....	1853				
C. A. Black,.....	1854				
A. G. Curtin,.....	1855				
H. C. Dickok,*,.....	1858				
Thomas H. Burrowes,.....	1861				
Charles M. Coburn,.....	1864				
J. P. Wickersham,.....	1867				

†The act creating the office of County Superintendent was passed in 1854.

* Prior to June, 1858, the Secretary of State performed the duties of State Superintendent of Common Schools.

‡Resigned.

Prior to 1858 the jurisdiction of the County Superintendent extended over Pittsburgh.

TABLE D,

Showing the Number of Teachers employed and the amount annually paid for their services, from the consolidation of the wards for school purposes, in 1855, to the close of the year ending June 1, 1870.

Y E A R S .				Average number of Teachers employed.	Amount paid for Teaching, including Night School.	Average attend- ance of Pupils.
For the year ending June 1st, 1855,					109	\$ 40,399 75
" " " "	" "	" "	" "	112	45,004 88	
" " " "	" "	" "	" "	116	45,791 55	
" " " "	" "	" "	" "	115	44,92	
" " " "	" "	" "	" "	115	40,215 76	
" " " "	" "	" "	" "	118	40,670 00	
" " " "	" "	" "	" "	129	40,838 58	
" " " "	" "	" "	" "	126	40,335 00	
" " " "	" "	" "	" "	127	40,666 59	
" " " "	" "	" "	" "	130	45,367 66	
" " " "	" "	" "	" "	128	4235	
" " " "	" "	" "	" "	128	45,177 75	
" " " "	" "	" "	" "	131	4629	
" " " "	" "	" "	" "	131	65,641 88	
" " " "	" "	" "	" "	131	4375	
" " " "	" "	" "	" "	131	75,573 33	
" " " "	" "	" "	" "	131	4539	
" " " "	" "	" "	" "	131	74,071 16	
" " " "	" "	" "	" "	204	4492	
" " " "	" "	" "	" "	215	121,537 46	
" " " "	" "	" "	" "		7141	
" " " "	" "	" "	" "		7374	
" " " "	" "	" "	" "		140,153 10	

Showing the Population, Number of Children in Attendance at Public School, Valuation of Property, and Cost of
Public Education in some of the Principal Cities of the United States.

	Population.	Pupils enrol'd during the year.			Amount paid for Teaching, excluding Night School	Amount paid for teaching Night School.	Amount paid for Fuel and Contingencies,	Amount paid for Building and Repairing.	Estimated cash Valuation of all Real and Personal Property of the City.	Assessed Valuation of all Real and Personal Property.	Value of all Public School Property.	No. Teachers employed.	
		Average Monthly Enrolment.	Average Daily Attendance.	Amount paid for Fuel and Contingencies,									
New York,.....	907,979	195,753	86,750	\$1,679,834	\$9	\$1,26,974	63	\$	3,96,535	10	\$1,39,2,654,490	00	
Philadelphia,.....	750,000	133,839	80,000	71,209	710,521	46	3,473	78	290,717	88	2,897,781	00	
Brooklyn,.....	410,307	72,286	38,000	35,229	104,753	35	10,041	25	61,210	22	190,375	96	
St. Louis,.....	312,963	19,515	16,459	15,587	288,050	00	190,682	00	230,872,486	00	138,523,480	00	
Chicago,.....	207,718	38,939	27,852	24,839	114,655	70	7,744	00	131,456	55	236,024,880	00	
Baltimore,.....	207,000	35,375	23,528	20,759	320,000	00	3,079	00	122,000	00	212,000,000	00	
Boston,.....	250,701	34,776	31,789	29,779	710,233	65	10,727	00	235,41	95	581,089,400	00	
Cincinnati,.....	215,900	24,951	20,454	19,550	357,120	00	8,312	00	102,312	0	250,000,000	00	
San Francisco,.....	151,000	22,452	18,186	15,294	310,808	08	10,125	37	67,644	19	200,000,000	00	
Buffalo,.....	114,247	18,755	10,775	10,775	187,139	44	35,747	00	75,280	110	114,739,510	00	
Louisville,.....	100,216	13,503	9,705	8,720	151,970	75	36,913	05	38,000	00	65,000,000	00	
Cleveland,.....	93,118	12,275	8,384	7,765	122,310	83	none.	53,452	20	127,677	74	110,000,000	00
Jersey City,.....	100,000	13,946	7,677	6,646	109,462	66	6,880	00	23,507	34	72,000,000	00	
Pittsburgh,.....	86,254	12,883	8,755	7,574	133,025	05	4,128	04	46,615	19	72,629,737	00	
Detroit,.....	79,619	10,700	8,000	7,500	60,000	00	20,000	00	200,000,000	00	50,000,000	00	
Albany,.....	75,000	9,982	6,477	5,482	79,003	20	16,480	27	76,152,843	00	22,953,853	00	
Milwaukee,.....	71,444	11,407	6,903	6,004	74,782	00	11,210	148	37,473,432	00	37,610,050	00	
Indianapolis,.....	47,048	13,213	7,700	6,130	61,000	00	13,000	00	39,000,000	00	45,000,000	00	
Allegheny,.....	53,185	9,749	6,442	5,442	63,784	50	2,404	00	47,000	00	59,000,000	00	
Columbus,.....	31,336	4,935	3,789	3,600	57,050	00	21,311	00	40,000,000	00	25,757,572	00	
Toledo,.....	31,494	5,249	3,913	3,345	47,420	00	2,030	00	47,577,288	00	30,000,000	00	
Wheeling,.....	20,360	3,370	2,975	2,636	26,362	00	11,300	00	17,005,000	00	11,300,000	00	
Harrisburg,.....	23,000	3,105	3,105	2,617	2,617	00	1,581	83	54,476,100	00	110,000,000	00	
							4,145	18	25,000,000	00	230,000	00	

TABLE F,

Showing the Enrollment and Average Attendance in each of the Schools for the several Months of the School Year ending June 1st, 1870.

	JUNE.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY.	
	ENROLLMENT	AVG. ENROLLMENT	ENROLLMENT								
	ENROLLMENT	AVG. ENROLLMENT	ENROLLMENT								
Colfax,.....	50	40	87	64	99	72	107	82	107	78	108
Duquesne,.....	298	202	381	310	381	307	359	263	365	203	361
Forbes,.....	674	615	841	675	822	680	816	638	851	724	847
Franklin,.....	780	635	816	730	818	712	793	615	806	688	730
Grant,.....	599	490	625	520	627	522	623	504	639	544	623
Highland,.....	166	142	226	159	230	202	264	230	259	202	258
Howard,.....	202	214	249	210	241	196	251	206	233	206	231
Lawrence,.....	272	210	291	233	302	247	309	251	308	250	302
Liberty,.....	181	143	199	146	195	152	204	161	191	150	193
Lincoln,.....	206	170	287	227	290	242	290	262	278	290	329
Minersville,.....	305	237	324	265	341	285	311	250	310	255	309
Moorhead,.....	678	535	575	487	547	479	518	475	540	457	550
Mount Albion,.....	57	49	84	71	88	66	77	62	69	61	73
North,.....	332	270	347	273	377	324	375	330	374	326	381
Oakland,.....	473	407	533	447	444	378	434	374	438	361	439
O'Hara,.....	618	535	664	541	645	545	660	578	638	518	657
Peebles,.....	186	131	191	133	184	127	168	139	194	147	199
Raiston,.....	589	498	608	504	638	543	610	524	630	539	688
Washington,.....	545	452	598	463	607	484	606	510	579	525	610
High,.....	274	233	400	390	405	364	385	337	365	328	399
Colored,.....	129	104	199	126	185	131	180	118	146	95	163
Deaf Mute,.....	15	13	16	13	16	14	20	15	22	17	20
	8150	6708	8911	7281	8851	7322	8847	7436	8612	7281	9016

8150 6708 8911 7281 8851 7322 8847 7436 8612 7281 9016 7329 8678 8094 7515 8903 7515 8804 7336

7337 8750 7377 8750 7377 8750 7377 8750 7377 8750 7377 8750 7377

TABLE G—EVENING SCHOOLS.

	ENROLLMENT.				AVERAGE.				NO. OF EVENINGS SCHOOL WAS OPEN.				NO. OF TEACHERS EMPLOYED.				TOTAL NUMBER OF EVENINGS TAUGHT.	AMOUNT PAID FOR SALARIES.	
	SEPT.	OCT.	NOV.	DEC.	SEPT.	OCT.	NOV.	DEC.	SEPT.	OCT.	NOV.	DEC.	SEPT.	OCT.	NOV.	DEC.			
	189	139	1081	883	41	718	892	724	599	31	33	38	36	32	2	1	1	1	\$128.04
Colofax.....	27	27	23	19	14	14	12	11	4	19	20	22	1	1	1	1	65	\$150.00	
Colored.....	25	54	25	21	24	26	21	9	20	21	15	1	1	1	1	65	150.00		
Duquesne.....	85	48	46	28	48	31	36	21	9	20	21	15	1	1	1	1	65	323.82	
Forbes.....	115	100	80	69	87	86	58	37	9	20	21	15	2	2	2	2	65	256.16	
Franklin.....	94	91	81	66	63	51	48	8	19	19	19	2	2	2	2	65	420.00		
Grant.....	197	188	141	95	122	85	78	9	21	20	15	4	4	4	4	65	150.00		
Highland.....	25	25	25	20	20	18	18	15	10	22	19	14	1	1	1	1	65	150.00	
Howard.....	50	25	18	26	30	15	13	13	9	20	22	14	1	1	1	1	65	150.00	
Lawrence.....	36	33	18	21	25	35	37	16	14	18	18	15	1	1	1	1	65	150.00	
Lincoln.....	161	25	47	30	11	20	30	10	20	21	14	1	1	1	1	65	150.00		
Minersville.....	19	25	47	30	15	61	53	38	10	20	21	14	1	1	1	1	65	150.00	
Moravian.....	121	132	78	56	15	15	10	3	19	5	5	3	3	3	3	65	150.00		
Mount Albion.....	25	25	16	15	15	12	15	13	10	20	21	14	1	1	1	1	65	150.00	
North.....	55	55	19	20	12	12	15	13	10	20	21	14	1	1	1	1	65	150.00	
Oakland.....	99	98	67	47	59	65	46	10	10	20	21	14	3	3	2	2	65	259.62	
O'Hara.....	60	77	65	46	38	51	43	35	7	19	21	18	1	2	2	2	65	225.00	
Peoples.....	23	16	16	10	10	12	11	10	20	21	14	1	1	1	1	65	105.85		
Ralston.....	137	152	96	80	91	85	71	57	9	19	21	16	4	4	3	3	65	316.15	
South.....	30	84	76	95	26	41	42	44	9	20	20	16	1	2	2	2	65	214.62	
Washington.....	44	139	102	81	20	93	62	59	9	20	22	14	4	3	3	3	65	316.14	
Total.....	1189	1395	1081	883	41	718	892	724	599	31	33	38	36	32	2	1	1	1	\$128.04

TABLE H.

School Census.

	No. of Children of School Age.			At School.			Not attending any School	At work.	No. over 10 Years who can't read.
	Males.	Females.	Total.	Public.	Private.	Total.			
Colfax.....	122	107	229	110	64	174	55	40	...
Duquesne.....	408	405	813	346	229	575	238	169	7
Forbes.....	963	867	1,830	823	293	1,116	714	424	50
Franklin.....	1,123	1,204	2,327	1,089	416	1,505	822	480	17
Grant.....	1,004	1,055	2,059	620	630	1,250	819	400	60
Highland.....	369	407	776	339	163	502	274	210	12
Howard.....	467	450	917	323	201	524	393	196	45
Lawrence.....	407	363	770	269	209	478	292	154	...
Liberty.....	349	351	711	200	180	380	331	140	4
Lincoln.....	352	406	758	441	59	500	258	186	12
Minersville.....	352	388	740	446	75	521	219	148	...
Moorhead.....	770	771	1,541	670	330	1,000	541	308	30
Mount Albion.....	118	128	246	109	38	147	99	55	2
North.....	342	358	700	278	187	465	235	197	1
Oakland.....	634	669	1,303	628	241	869	434	260	7
O'Hara.....	843	849	1,492	726	236	962	730	338	9
Peebles.....	214	217	231	232	70	302	129	86	...
Ralston.....	1,212	1,061	2,273	629	655	1,284	989	454	21
South.....	391	337	758	392	116	568	250	151	...
Washington.....	508	453	961	630	110	800	161	192	...
	10,959	10,886	21,845	9,360	4,502	13,862	7,983	4,588	277

Teachers' Institutes held since Consolidation.

TABLE I.

PLACE OF MEETING.	DATE OF COMMENCEMENT.	NO. OF SESSIONS.	NO. OF MEMBERS PRESENT.	NO. OF VISITORS (ESTIMATED).	TOPICS AND SPEAKERS.
Grant,.....	November 30, 1868	6	150	50	S. Seaver,
Ralston,.....	August 23, 1869.	12	165	180	{ Rev. Clark, Evans, R. H. Fulton,
Washington,.....	October 15, 1869.	2	130	140	{ Garrison, Burt,
Highland,.....	January 21, 1870.	2	123	125	Jas. L. Garrison, Burt, Luckey,
Howard,.....	March 18, 1870.	2	119	110	R. H. Fulton,
Peebles,.....	May 26, 1870.	2	154	150	J. J. Rockwell, H. W. Baueroff,
North,.....	August 29, 1870.	13	183	220	{ C. B. Woods, Geo. N. Monroe,
					{ Miss McCosh,
					Eaton, Dean, Burt, Crumb,

AUDITORS' REPORT.

To the Central Board of Education:

GENTLEMEN:—Your Committee appointed to audit the accounts of the Board for the school year ending June 1, 1870, respectfully report. Having performed the duty, the Committee find the accounts to be correct, as presented in the accompanying Tabular Statements.

JOS. HARTMAN,
J. H. NOBBS, } Committee.

TREASURER'S ACCOUNT.

JOHN R. McCUNE, IN ACCT WITH CENTRAL BOARD OF EDUCATION.

DR.	CR.
1869.	
June 26, To Balance.....	\$5,189 87
A. J. Cochran, City Treas.	
Taxes, 1869.....	158,274 61
Samuel Patterson, Col.	
First Ward, 1868,.....	1,100 00
John Ochse, Col. Third	
Ward, 1868.....	1 03
A. P. Thompson, Col.	
Fourth Ward, 1868....	1,700 00
Jos. A. Butler, Col. Sixth	
Ward, 1868,.....	318 85
Thos. Neely, Col. Eighth	
Ward, 1868,.....	1,632 51
Samuel E. Herron, Col.	
Ninth Ward, 1868,.....	3 84
Samuel Crawford, Col.	
Collins, 1868,.....	364 27
Robert Inder, Col. Pitt,	
1868,.....	200 00
James T. McClure, Col.	
Lawrenceville, 1868,..	49 63
W. B. Evans, Col. Oak-	
land, 1868,.....	74
State Appropriation...	10,309 66
Balance,.....	1,006 51
	<hr/>
	\$180,151 52
1870.	
June 18. By Balance	\$180,151 52
(overdrawn)	<hr/>
	\$1,006 51

COLLECTOR'S ACCOUNT.

A. J. COCHRAN, City Treas. in ac'e't with CENT. BOARD OF EDUCATION.
DR. CR.

To Taxes assessed for year 1869:		By Cash Paid:
1st Ward, Duquesne Sub-District,.....	\$ 20,218 59	John R. McCune,.....\$158,274 61
2d Ward, South Sub-District,.....	18,535 20	Balance subject to Percentage, Discounts allowed, Exonerations and Commissions,....
3d Ward, Grant Sub-District,.....	19,615 06	20,432 61
5th Ward, Grant Sub-District,.....	5,830 29	
4th W'd, North Sub-District,.....	19,123 29	
6th W'd, Forbes Sub-District,.....	7,996 09	
7th Ward, Franklin Sub-District,.....	5,922 40	
8th Ward, Franklin Sub-District,.....	6,353 41	
9th W'd Ralston Sub-District,.....	11,820 54	
10th Ward, Ralston Sub-District,.....	7,504 50	
11th Ward, Moorhead Sub-District,.....	6,623 36	
12th W'd O'Hara Sub-District,.....	11,652 15	
13th W'd, Minersville Sub-District,.....	3,042 36	
14th Ward, Oakland Sub-District,.....	5,637 34	
15th Ward, Lawrence Sub-District,.....	4,030 93	
16th Ward, Howard Sub-District,.....	2,584 60	
17th Ward, Washington Sub-District,..	6,204 72	
18th W'd, Mt. Albion Sub-District,.....	1,938 13	
19th Ward, Highland Sub-District,.....	3,091 01	
20th Ward, Liberty Sub-District,.....	2,725 71	
21st Ward, Lincoln Sub-District,.....	2,924 32	
22d W'd, Colfax Sub-District,.....	2,782 08	
23d Ward, Peebles Sub-District,.....	2,551 14	
	<hr/> \$178,707 22	<hr/> \$178,807 22
To Balance,.....	<hr/> \$20,432 61	

Statement of Balances due by Collectors of 1868.

A. P. Thompson, 4th Ward,.....	\$773 77
Robert Inder, Pitt,.....	43 96

TABULAR STATEMENT,

Showing the Amount of Warrants Drawn, Paid and Outstanding for the Year Ending June 1st, 1870.

SUB-DISTRICT.	WARD.	AMOUNT DRAWN.	AMOUNT PAID.	OUT- STANDING
Duquesne.....	1	Teachers' Salaries,.....	\$ 6,550 50	\$ 6,550 50
South.....	2		6,294 30	6,294 30
Grant,.....	3 & 5		9,298 00	9,298 00
North,.....	4		5,565 50	5,565 50
Forbes,.....	6		11,336 32	11,336 32
Franklin,.....	7 & 8		11,497 32	11,497 32
Raislon,.....	9 & 10		9,744 15	9,744 15
Moorhead,.....	11		7,810 60	7,810 60
O'Hara,.....	12		8,255 50	8,255 50
Minersville,.....	13		4,855 50	4,855 50
Oakland,.....	14		6,463 52	6,463 52
Lawrence,.....	15		5,357 01	5,357 01
Howard,.....	16		3,235 00	3,235 00
Washington,.....	17		7,514 14	7,514 14
Mr. Albion,.....	18		1,796 30	1,796 30
Highland,.....	19		4,505 50	4,505 50
Liberty,.....	20		3,636 50	3,636 50
Lincoln,.....	21		4,786 65	4,786 65
Coffax,.....	22		2,212 50	2,212 50
Peebles,.....	23		3,109 35	3,109 35
High School,.....			12,759 00	12,759 00
Colored School,.....			2,639 73	2,639 73
Deaf & Dumb School,.....			900 00	900 00
Expenses, High School,.....		\$140,153 10		
Colored School,.....		4,310 92		
Deaf and Dumb School,.....		1,176 04		
Sup't. Department,.....		41 24		
General,.....		2,975 51		
High School Building,.....		2,769 31		
Taxes Refunded,.....		29,020 20		
		420 67		
Outstanding June 1869,.....				
		\$180,871 02		
		1,639 63		
			1,339 63	1,339 63
			300 00	300 00
			\$180,151 52	\$180,151 52
			\$2,362 13	\$2,362 13

DETAILED STATEMENT.

EXPENSES OF HIGH SCHOOL, COLORED SCHOOL, &c.

HIGH SCHOOL.	COLORED SCHOOL.
Teaehers,.....\$12,759 00	Teaehers,.....\$2,639 73
Janitor,.....600 00	Carpenter Work,.....377 61
Rent,.....1,850 00	Plastering.....82 50
Printing,.....269 55	Furniture,.....145 00
Stationery,.....121 67	Janitrix,.....159 00
Advertising,.....25 60	Grading Street,.....78 15
Surveying Instruments,.....250 00	Insurance,.....60 00
Library,.....165 55	Books and Stationery,.....39 73
Furniture,.....128 00	Music Books,.....14 40
Matting,.....125 00	Oil, Soap, Brushes, &c.,.....17 21
Fuel,.....113 70	Fuel,.....135 99
Cleaning Rooms,.....74 00	Hauling Cinders,.....18 60
Washing Towels,.....34 02	Water Tax,.....11 40
Gas,.....65 26	Repairing Hydrant,.....8 00
Gas Fixtures,.....39 00	Clock and Bell,.....8 00
Coloring Walls,.....65 77	White Washing,.....11 00
Insurance,.....62 50	Washing Towels,.....6 00
Water Tax,.....30 40	Toweling,.....3 45
Painting Blackboards,.....38 20	
Banner,.....25 00	
Music,.....50 00	
Carpenter Work,.....41 14	
Chemicals,.....24 78	
Gong Bells, &c.,.....18 50	
Loeks and Hardware,.....13 27	
Diplomas,.....23 41	
Repairing Furniture,.....11 00	
Repairing Plastering,.....1 50	
Rubber Tubing,.....7 50	
Seal Press,.....6 00	
Toweling,.....12 70	
Ladder,.....6 75	
Stove Castings,.....5 50	
Tin Work, &c.,.....4 15	
Painting Sign,.....1 50	
\$17,069 92	\$3,815 77
	DEAF AND DUMB SCHOOL.
Teachers,.....\$900 00	
Books and Stationery,.....41 24	
	\$941 24
	SUPERINTENDENT'S DEP'T.
Superintendent of Schools, \$2,500 00	
Printing Report,.....215 30	
Printing,.....156 70	
Teachers' Certifieates,.....50 00	
Stationery,.....16 25	
Census,.....28 29	
Advertising School Conven- tion,.....7 00	
	\$2,973 54

DETAILED STATEMENT—CONTINUED.

GENERAL EXPENSES.

Secretary,.....	\$1,193 75
Messenger,.....	105 00
Rent of Office and Hall,.....	291 67
Furniture,.....	292 00
Carpeting,.....	320 49
Stoves, Pipes, &c.,.....	94 88
Gas Fixtures,.....	66 25
Carpenter Work,.....	50 18
Painting,.....	10 00
Signs,.....	6 00
Clock,.....	35 00
Insurance,.....	20 00
Water Tax,.....	4 83
Spittoons,.....	3 50
Heat Valves,.....	2 00
Hatchet, Brooms, &c.,.....	13 00
Cleaning Rooms,.....	20 00
Car Fare of Messenger,.....	5 70
Stationery,.....	22 40
Advertising,.....	1 20
Printing,.....	25 15
Fuel,.....	14 15
Gas,.....	3 51
Ice,.....	1 00
Tax Duplicates,.....	57 55
Warrant Books,.....	55 00
Counsel Fees,.....	55 00

\$2,769 31

HIGH SCHOOL BUILDING.

Stone Work, Basement,.....	\$22,526 14
Brick Vault,.....	123 53
Stone and Brick Work	
Superstructure,.....	3,200 00
Grading,.....	1, 926 40
Carpenter Work,.....	64 38
Copper Box, Corner Stone,	4 00
Architect,.....	1,000 00
Printing,.....	42 75
Lithographs of Building,.	52 00
Advertising,.....	56 00
Sewer Assessment,.....	25 00

\$29,020 02

RECEIPTS FOR TUITION OF NON-RESIDENT PUPILS.

JOHN A. SERGEANT, IN ACCOUNT WITH CENTRAL BOARD OF EDUCATION.

DR.

To Cash Received from September 14th, 1868, to May 31st, 1870:

Pupils attending Normal Department High School,.....	\$415 00
" Commercial " " ".....	320 00
" " Mute School,.....	20 00 \$755 00

CR.

1869.

March 26, By Cash Paid R. Johnston, on account of Salary,.....	\$135 00
" " " ".....	135 00

1870.

March 31, " " " " ".....	175 00
June 5, " " " " ".....	175 00 \$620 00

1870.

June 5th, Balance on hand,.....	\$135 00
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Qualifications of Teachers.

Notwithstanding the fact that the qualifications of teachers at present are greatly in advance of what they were a few years ago, yet we sincerely hope that the increasing interest in public education in every part of our country will compel school officers to fix a higher standard of qualifications for teachers, and thus secure still greater efficiency in the management of our schools.

The advance in salaries has done much to retain in the profession persons of education and ability. The salaries now paid, while much above those paid in former years, are less than similar education and ability will secure in other professions.

In conclusion, I desire to acknowledge the uniform kindness and active assistance received from you, and from the various local Boards throughout the city, in my labors during the year.

I also express my heartfelt gratitude to our Principals and Teachers for their cheerful co-operation, which has made the past school year one of unwonted harmony and unparalleled success.

GEO. J. LUCKEY.

CENTRAL BOARD OF EDUCATION.

1870.

OFFICERS:

JOHN WILSON, PRESIDENT,	
JOHN A. SERGEANT, SECRETARY,	JOHN R. McCUNE, TREASURER,
WILLIAM F. BRETELL, MESSENGER.	

MEMBERS:

THOMAS AIKEN, LIBERTY,
GEO. H. ANDERSON, PEEBLES,
SAMUEL CHADWICK, LINCOLN,
PATRICK CLARK, GRANT,
THOS. J. CRAIG, OAKLAND,
JAMES CUDDY, MOUNT ALBION,
LEWIS J. FLEMING, COLEFAX,
ADAMS GETTY, DUQUESNE,
JOHN L. HAMILTON, FORBES,
JOHN HARRISON, MINERSVILLE,
JOSEPH HARTMAN, FRANKLIN,

GEORGE W. HUMBERT, HOWARD,
PHILIP H. LAUFMAN, HIGHLAND,
WILLIAM MAYS, MOORHEAD,
JOSEPH MITCHELL, WASHINGTON,
MICHAEL NECKERMAN, LAWRENCE
JOSEPH H. NORBS, O'HARA,
THOMAS W. SHAW, NORTH,
DAVID SIMMS, GRANT,
JAMES M. TAYLOR, RALSTON,
JOHN WILSON, SOUTH,
ROBERT YOUNG SPRINGFIELD.